DOCUMENT RESUME

ED 366 960 CS 214 210

AUTHOR	Wolfe, Barbara; And Others
TITLE	Oregon Statewide Writing Assessment 1991 and 1992 with Student Writings Grades 3 and 5.
INSTITUTION	Oregon State Dept. of Education, Salem.
PUB DATE	Apr 93
NOTE	99p.
AVAILABLE FROM	Publications Sales Office, Oregon Department of Education, Salem, OR 97310-0290 ($8).
PUB TYPE	Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Elementary Education; *Evaluation Methods; Staff Development; *Student Writing Models; *Writing Achievement; *Writing Evaluation; *Writing Improvement
IDENTIFIERS	Alternative Assessment; *Oregon; Process Approach (Writing); Writing Test Prompts

ABSTRACT

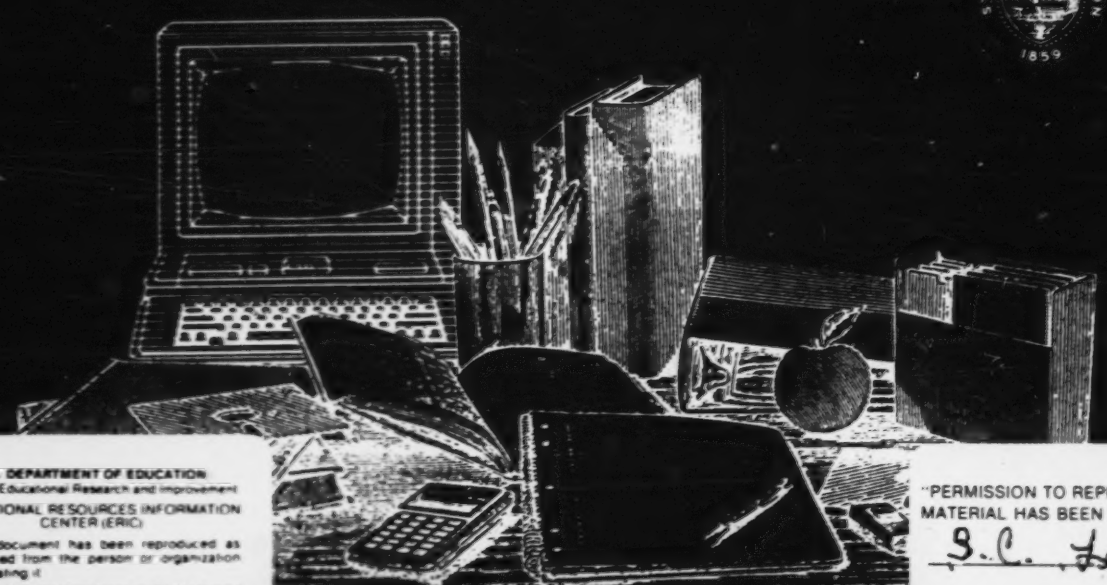
Noting that Oregon has been a pioneer in developing assessments which require actual student writing, this booklet includes a collection of student essays and shows how they were evaluated by teachers. The sample essays in the booklet are useful in staff development activities and may also be shared with students, serving as models to help students improve their writing. The booklet notes that scores increased in five of the six writing traits for the 1992 assessment. The first chapter briefly discusses writing assessment in Oregon. The second chapter presents the six-trait analytic model, writing prompts, papers by third graders, papers by fifth graders, and miscellaneous papers. The third chapter discuses the teaching of writing as a process. The trait scoring rubric, mode scoring rubric, guides to revision, the student writer's report, a 16-item annotated bibliography on writing instruction, and lists of writing panel members are attached. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 366 960

Oregon Statewide *Writing* Assessment 1991 and 1992

with Student Writings
Grades 3 and 5



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S.C. Lesh

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Norma Paulus, State Superintendent of Public Instruction, Oregon Department of Education, Salem, Oregon

BEST COPY AVAILABLE

Oregon Statewide *Writing* Assessment

1991 and 1992

with Student Writings
Grades 3 and 5

This report was prepared under the direction of

Barbara Wolfe
Education Program Coordinator and
English Language Arts Specialist
Office of Curriculum, Instruction and Field Services

Michael Dalton
Education Program Coordinator
Office of Assessment and Technology

Wayne Neuburger
Assistant Superintendent
Office of Assessment and Technology

Oregon Department of Education
700 Pringle Parkway SE
Salem, OR 97310-0290

April 1993

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age or handicap in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the State Superintendent of Public Instruction at the Oregon Department of Education.

The Department was assisted in this project by:

Vicki Spandel, Northwest Regional Educational Laboratory
Ruth Cullam, Northwest Regional Educational Laboratory
Bonnie Hill, Alsea School District

Produced by the
Office of Assessment and Technology
Oregon Department of Education
Salem, Oregon 97310-0290

Complimentary copies have been sent to Oregon school districts.
Additional copies are available for $8.00 each.
Place orders with the Publications Sales Clerk at 378-3589.

All or any part of this document may be photocopied for educational purposes.
Any such use for other than educational purposes requires the written permission
of the Oregon Department of Education.

2047231993500
17002919931200

Foreword

Oregon's statewide assessment program is a key element of the Oregon Educational Act for the 21st Century. Results have provided information about how individual students are doing and point out strengths and weaknesses in skill areas at the local and state levels.

The 1992 writing assessment results were impressive. Scores increased in five of the six writing traits. Students are showing a stronger ability to organize their thoughts and communicate clearly with a distinct personal style.

Oregon has been a pioneer in developing assessments which require actual student writing -- a more authentic measurement of writing skills. The writing is evaluated by teachers who rate various aspects of the essays.

This approach to writing assessment has proven so popular that many teachers have incorporated it as part of their daily instructional program. Other states have adopted the model as part of their assessment program and encourage teachers to use it.

This document includes a collection of student essays and shows how they were evaluated by teachers. The sample essays are useful in staff development activities and may also be shared with students, serving as excellent models to help students improve their writing.

Norma Paulus
Superintendent of Public Instruction

Table of Contents

Chapter 1: The Story of Writing Assessment in Oregon 1

Chapter 2: The Classroom Connection 3

A. Six-trait Analytic Model Summary 5
B. Five-Mode Summary 7
C. 1991 and 1992 Prompts, Grades 3 and 5 9
D. 3rd Grade Student Papers by Trait 11
E. 3rd Grade Student Papers by Mode 23
F. 5th Grade Student Papers by Trait 33
G. 5th Grade Student Papers by Mode 49
H. Miscellaneous Papers 65

Chapter 3: The Teaching of Writing as a Process 69

Appendices

A. Trait Scoring Rubric 75
B. Mode Scoring Rubric 81
C. Guides to Revision--Grades 3 and 5 87
D. Student Writer's Report 89
E. Writer's Bibliography 91
F. Writing Content Panel Members 95

Chapter 1:
The Story of Writing Assessment in Oregon

In Oregon, as throughout the country, the focus and look of writing assessment has changed dramatically in the last decade, and it continues to change as Oregon educators gain new insights about defining and teaching writing. In just over ten years, Oregon has gone from an *indirect* assessment of writing-related skills (e.g., through multiple-choice tests) to a full-scale complex analytic assessment that provides information on students' writing proficiency across seven separate dimensions of writing skills.

How it all began. Oregon's first statewide *direct* assessment of students' writing skill was conducted in 1978. That was the first time that Oregon student writers were asked to actually produce a sample of original writing to be judged by trained professionals. Students at grades 4, 7 and 11 were tested; a representative sample (based on size, organizational structure and geographic location) of schools throughout the state participated. Results were scored holistically, so that each paper received one score, based on how the paper worked as a whole. In 1982, a second holistic assessment was conducted, again involving students in grades 4, 7 and 11.

Wanting specifics. During the early 1980s, increasing numbers of writing teachers began calling for a way of assessing writing that would allow them to cite specific strengths and weaknesses in students' writing. In 1985, the decision was made to score papers analytically, using a scoring guide which had been developed by teachers from the Beaverton School District and Portland Public Schools. This six-trait analytic scoring guide was subsequently refined and revised by teachers throughout Oregon and the Northwest, and continues to undergo new changes as teachers use and respond to it.

In 1985, 1987 and 1989, Oregon conducted direct assessments of eighth graders' writing, involving in each year a random sample of several thousand Oregon eighth grade students. In each case, papers were scored analytically.

Methods and materials were developed during this time for sharing the analytic approach with teachers and for helping them to teach it to their student writers, thereby both empowering students to become evaluators of their own work and building a powerful foundation for revising their writing. Support for analytic scoring grew as teachers found they could use the model in the classroom--and moreover, that they could teach students as young as third grade to assess their own and others' writing.

Expanding--and adding modes. In 1989, the Oregon Legislature funded the Oregon Department of Education's plan to expand Oregon's direct writing assessment, and to change the format slightly. The Essential Learning Skills, developed in the mid-1980s by Oregon educators, call for students at various grade levels to demonstrate proficiency across five modes, or forms, of writing: Imaginative, Narrative, Expository, Persuasive and Descriptive. The Oregon Department of Education's plan was to measure student writing performance at multiple grade levels (3, 5, 8 and 11) across all five modes. In 1990, the Oregon Department of Education conducted a pilot for this expanded assessment.

Getting bigger--140,000 students in 1991. Successful conclusion of the 1990 pilot led to a greatly expanded direct writing assessment in 1991, in which all Oregon students in grades 3, 5, 8 and 11 participated. In all, more than 140,000 student papers were read and rated for this assessment.

Budget crunch in 1992. Because of budget constraints resulting from Ballot Measure 5, only students in grades 3 and 8 participated in the 1992 assessment, about 70,000 students in all. Students in grades 5 and 11 participated in 1993. The form of the assessment remained the same, except that beginning in 1992 students were provided with a choice of two prompts within each mode. Each paper still received two readings with scores on each of the six traits and mode.

What the findings tell us. Results of the 1991 and 1992 assessments indicate that students at all grade levels tested have the potential to develop skill across the five modes of writing. Though every mode of writing produced difficulties for some students, this writing collection is testimony to the fact that across Oregon there are student writers who can craft a fine narrative, provide clear and comprehensive information through expository writing, persuade an audience without resorting to emotion or leaning too hard on opinion, describe a person or place or experience so clearly the reader feels he/she is involved personally in the experience, or push the bounds of imagination to new limits.

The challenge for the months to come will be to develop the kinds of support materials and inservice strategies that can help teachers of writing strengthen their students' confidence and skill across the traits and within each mode.

Chapter 2:
The Classroom Connection

Teachers in classrooms across the state have used representative student papers as a critical part of their writing instruction since the first book of eighth grade papers, like this one, was published in 1985. In these classrooms, students are invited to read, enjoy and thoughtfully respond to the writing of young authors like themselves. Students and teachers examine stories and essays that are interesting, well-crafted and purposefully move the reader to interact with the writer. They use the papers as a place from which they can develop a common vocabulary and set of values for good writing.

They contrast the pieces that are working well with those that are not as successful to help students identify the specific characteristics that make writing work. By sharing examples of strong and weak writing, teachers involve students in the process of understanding and applying criteria for the evaluation of writing performance. Through this process, students learn to internalize criteria and develop the skills necessary to evaluate their own and others' work--a powerful and dynamic application for assessment.

> "We must constantly remind ourselves that the ultimate purpose of evaluation is to enable students to evaluate themselves."
> Arthur Costa, 1989

This collection of student writing is a beginning toward that end. If you are a classroom teacher, there are specific things you can do to share this collection with your students in ways that deepen their understanding of quality writing. Here are a few suggestions:

1. Share samples aloud so that you and student writers hear the voice within.

2. Contrast strong and weak examples across one trait or mode, and discuss differences. From that discussion, work with your student writers to build your own weak-to-strong continuum of performance.

3. Teach students to score samples of writing, using the criteria for analytic traits (or modes) in this booklet. Discuss results. If students disagree, invite them to resolve their differences through discussion--a fine way for students to begin defining what it is they value from the perspective of a critical reader.

4. Simplify the criteria if the language is too complex. Invite students to work with you on this task, putting definitions for strong ideas, sound organization, powerful voice, etc., into language that speaks to student writers.

5. Create posters, checklists or self-reflection guidelines, that capture what your student writers (and you) think is most critical across the various traits and modes.

The following collection of student papers can be used to share strong and weak examples. These samples demonstrate three levels of writing performance. The first group (High) is one that will amuse, surprise, inform and deeply move the reader. These students have written with sincerity

and integrity, often startling readers with how much they have to say and how well it is communicated. The second group of papers (Middle) are those which reflect a balance of both strengths and weaknesses in the traits of writing. These papers communicate on a functional level, have the beginnings of interesting things to come, but do not demonstrate control. The third type of papers (Low) in the collection are examples of writing which do not meet the criteria for successful writing. These selections show writing in its earliest stages, where the writer has not yet defined the topic in a meaningful way that gives direction, force, life and energy to the piece. But even these very rudimentary pieces have much to teach us, because through analyzing them, we gain an understanding of what writers must do to make their work succeed.

Along with the sample student papers, there is a brief description of the six traits and five modes used in evaluation. Complete scoring rubrics in reproducible form for the traits and modes are provided in the Appendix. A list of the prompts used in the 1991 writing assessment precedes the sample student papers.

Six-trait Analytic Model Summary

The Oregon Analytic Model comprises six traits. The complete model, with full descriptors for all criteria, is reprinted for you in the Appendix. But here, briefly, are descriptions of the six key traits:

IDEAS

The ideas are the heart of the message, the content of the piece, the main theme, together with all the details that enrich and develop that theme. The ideas are strong when the message is clear, not garbled. The writer chooses details that are interesting, important, and informative--often the kinds of details the reader would not normally anticipate or predict. Successful writers do not tell readers things they already know: e.g., "It was a sunny day, and the sky was blue, the clouds were fluffy white . . . ." They notice what others overlook, seek out the extraordinary, the unusual, the bits and pieces of life that others might not see.

ORGANIZATION

Organization is the internal structure of a piece of writing, the thread of central meaning, the pattern that holds everything together. It doesn't matter too much what the pattern is, so long as it fits the central idea well. Organizational structure can be based on comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns. When the organization is strong, the piece begins meaningfully and creates in the writer a sense of anticipation that is ultimately, systematically fulfilled. Events proceed logically; information is given to the reader in the right doses at the right times so that the reader never loses interest and never loses the "big picture"--the overriding sense of what the writer is driving at. Connections are strong, which is another way of saying that bridges from one idea to the next hold up. The piece closes with a sense of resolution, tying up loose ends, bringing things to closure, answering important questions while still leaving the reader something to think about.

VOICE

The voice is the writer coming through the words, the sense that a real person is speaking to us and cares about the message. It is the heart and soul of the writing, the magic, the wit, the feeling, the life and the breath. When the writer is engaged personally with the topic, he/she imparts a personal tone and flavor to the piece that is unmistakably his/hers alone. And it is that individual something different from the mark of all other writers that we call voice.

> "Voice allows the reader to hear an individual human being speak from the page. Good writing always has a strong and appropriate voice. Voice is the quality, more than any other . . . that allows us to recognize excellent writing. We respond to voice when we hear it."
>
> --Donald Murray
> *A Writer Teaches Writing*, Houghton-Mifflin: 1985

"Writing with no voice is dead, mechanical, faceless. It lacks any sound. Writing with no voice may be saying something true, important, or new; it may be logically organized; it may even be a work of genius. But it is as though the words came through some kind of mixer rather than being uttered by a person."

--Peter Elbow
Writing With Power, Oxford Press: 1973

WORD CHOICE

Word choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. In good descriptive writing, strong word choice paints clear pictures in the reader's mind. In good expository writing, strong word choice clarifies and expands ideas. In persuasive writing, careful word choice moves the reader to a new vision of things. Strong word choice is characterized not so much by an exceptional vocabulary that impresses the reader, but more by the skill to use everyday words precisely.

SENTENCE FLUENCY

Sentence fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear--not just to the eye. How does it sound when read aloud? That's the test. Fluent writing has cadence, power, rhythm and movement. It is free of awkward word patterns that slow the reader's progress. Sentences vary in length and style, and are so well-crafted that reading aloud is a pleasure.

CONVENTIONS

Conventions are the mechanical correctness of the piece--spelling, grammar and usage, paragraphing (indenting in the appropriate spots), use of capitals, and punctuation. Writing that is strong in conventions has usually been proofread and edited with care. Handwriting and neatness are not scored as part of this trait. The key is this: How much work would a copy editor need to do to prepare the piece for publication?

"You can't edit until you have something to edit. If you have written a lot, if you have digressed and wandered into some interesting areas and accumulated some interesting material (more than you can see any unity in), and if, at last, a center of gravity has emerged and you find yourself saying to yourself, `Yes, now I see what I'm driving at, now I see what I've been stumbling around trying to say,' you are finally in a position to start mopping up--to start editing."

--Peter Elbow
Writing Without Teachers, Oxford: 1973

Five-Mode Summary

Descriptive: Descriptive writing describes an object, place, or person in a way that creates a vivid impression in the reader's mind, enabling the reader to visualize what is being described, and to feel that he/she is very much part of the writer's experience. Descriptive writing often makes elaborate use of sensory details (often those that others might overlook) that enrich or define the central impression. Details go beyond the general (e.g., The house was big and nice.) They truly enable the reader to picture or "relive" what the writer is telling (e.g., The massive brick structure sprawled across a quarter acre of ground, and rose more than sixty feet into the air.) As appropriate, the writer uses details that appeal to all senses: sight, smell, hearing, taste, touch. The unmistakable purpose is to create a strong and vivid image or impression in the reader's mind.

Narrative: Narrative writing recounts a personal experience or tells a story based on a real event. All details come together in an integrated way to create some central theme or impression. The writer may use first or third person since, even though the writing is based on experience, portions may be elaborated or fictionalized, or the writer may choose to "stand back" from the experience by telling it as if it were fiction. The writing has a clear, identifiable storyline (e.g., resolution of a problem) that is easy to paraphrase. The unmistakable purpose of the writing is to recount a personal experience in a concise and focused way in order to create some central theme or impression in the reader's mind.

Imaginative: Imaginative writing tells a story based on the writer's imagination. The writing may create an imaginative setting, situation or character, may predict what might happen under hypothetical circumstances, or may solve a real or imaginary problem in some creative way. Imaginative writing is basically fictional, though a writer may use his/her experience or knowledge of the world, people or situations to bring a special flair or flavor to the writing. Imaginative writing is characterized, as appropriate, by insight, creativity, drama, suspense, humor or fantasy. The clear purpose is to entertain the reader or write for the author's own pleasure.

Expository: Expository writing gives information, explains something, clarifies a process or defines a concept. The writing has a clear, central focus developed through a carefully crafted presentation of facts, examples or definitions. Though objective and not dependent on emotion, expository writing may be lively, engaging, and reflective of the writer's underlying commitment to the topic. The writer shows a concern for the reader, and consistently presents information in a way that enhances the reader's understanding. The unmistakable purpose of the writing is to inform, clarify, explain, define or instruct.

Persuasive: Persuasive writing attempts to convince the reader that a point of view is valid or persuade the reader to take a specific action. Successful persuasive writing is based on a topic that is limited in scope (readily definable), debatable and meaningful or important to both the writer and intended audience. The topic or issue is clearly stated and elaborated as necessary to indicate in-depth understanding on the part of the writer. If it is important to present two sides of an issue, the writer does so, but in a way that makes clear his/her position. In addition, the primary argument is stated clearly and presented in a compelling way. The unmistakable purpose is to persuade the reader.

Grade 3 Prompts-1991

Descriptive: Most people have at least one thing that means a lot to them. Think of something you have that you would like to keep forever. DESCRIBE it so clearly your readers can picture it in their minds.

Narrative: Think of a time when something surprised you. Maybe it was a big surprise or a small surprise no one else noticed. Tell WHAT HAPPENED.

Imaginative: Pretend you are not a person. You are something else. You can be anything your mind can think up. MAKE UP A STORY about ONE thing that happens to you.

Expository: A rainy day doesn't have to be bad. Some people like rainy days. EXPLAIN how to turn a rainy day into a good day.

Persuasive: Some third graders think they are old enough to decide how late they can stay up at night. What do YOU think? Write a paper that clearly tells when YOU think kids are old enough to set their own bedtimes. Give reasons that will CONVINCE your readers to agree with you.

Grade 3 Prompts-1992

Descriptive:
1. Describe a place where people go to have a good time like a fair, a carnival, someone's home, or a place outdoors.
2. Describe a person or an animal you will never forget.

Narrative:
1. Think abut a time that you helped someone or someone helped you. Tell what happened.
2. Think about something that happened at school that you will remember for a long time. Tell what happened.

Imaginative:
1. Make up a story in which someone tries to do something that is very hard to do.
2. You have read stories that explain why something in nature is the way it is--such as "why a camel has a hump." Make up your own story to tell why something is the way it is.

Expository:
1. Think of some things you learned outside of school. Explain what you learned.
2. One of your friends likes to lie on the couch and watch TV all day. This person does not get very much exercise. Explain to your friend why exercise is important for the body. Be sure to give some reasons why kids need to exercise.

Persuasive
1. Think of a rule you would like changed. Try to talk an adult into changing that rule.
2. Pretend a friend of yours has decided to eat ONLY junk food. Write a paper that would convince your friend to eat a healthy diet.

Grade 5 Prompts-1991

Descriptive: Almost everyone has had at least one teacher who is hard to forget. Think of a teacher you have had that you will remember for a long, long time. DESCRIBE the teacher so clearly your reader will know just what that teacher is like and what makes him or her so hard to forget.

Narrative: Think of a real experience you have had that would be hard to forget. Think about what makes it so hard to forget. Tell WHAT HAPPENED.

Imaginative: What if headphones could let you read someone's mind? What if glasses could see through walls, or backpacks could make you fly? Think up an invention that would let you do something you have always wanted to do. MAKE UP A STORY about what happens to you and your invention.

Expository: Inventions are all around us. For instance, the telephone, television and automobile are all inventions. Even simple things like buttons and forks had to be invented by someone. Think of ONE invention that is not listed here and use examples to EXPLAIN how this invention has been helpful OR harmful to people.

Persuasive: If you could change ONE thing, what would it be? It might be a big change everyone would notice, or only a little change. Write a paper clearly telling what change you would make and why. Give reasons that will CONVINCE a reader the change you want is important.

3rd GRADE STUDENT PAPERS - TRAITS

IDEAS AND CONTENT-High

These papers are strong in the trait of Ideas and Content. The first one is particularly clear, focused and entertaining. There is a central theme which is well developed. The writer is in control in the second paper and uses detail to hold the reader's attention. The third writer writes from experience which lends power to the piece.

* * * * * *

I am a mouse

One day while I was walking around a spacecraft I got sucked into it! The next thing I knew I was inside. I could see the earth way behind me "Help" I screamed. "Get me out of here." Sudenly, I was thrown onto a hard and rocky ground. "Ouch" I said "This is no place for a mouse like me" But while I was here I decided to take a look around. When I saw a couple rocks I liked I grabbed them and ran back as fast as my legs could cary me. (and by the way mice can run very fast!) Just as the spaceship left I jumped in and got my tail caught. "Ouch" I screamed very loudly. When the astronaut saw me stuck there he said "Poor mouse." Then he got some oil and yanked me out. When the space ship landed I stepped out I saw a crowd of mice and my big brother walked up and elbowed me good and hard in the stomace. "O.K." I siad "I won't sneak around spase ships again."

* * * * * *

I like thinking about what a rainy day does and how rainy days are fun. Rain helps plants and other orginisims. it helps trees by giving it water so fruits would grow on the trees. Rain gives water to the flowers so they could bloom in the spring. Kids can have fun with rain. They could ...jump, stomp and walk in the rain pudles. Even old and tierd people can rest while reading a book. Moms and dads can sit by the fire and take a long nap. Rain is fun in a lot of ways But aftar it rains there a rainbow.

* * * * * *

A time when I was surprised was last year.

I was rollerskating with my best friend Emily on my drive way. I was practicing my new trick, skating and then jumping, and then skating again.

I guess I was going too fast, or maybe I was just being too careless, but anyway, I tripped over a rock and went flying. As I fell, I put out my right hand to catch myself. I landed with a thud. Bolts of pain shot up my arm.

Emily, who had been watching in horror, zoomed to the front door to alert Mom. I was lying on the ground. I couldn't stop moving it hurt so bad. We got my skates off and limped into the house. I had been wearing knee-pads, so my knees were o.k., but the palms of my hands were a dirty red with gritty blood. Mom washed off my hands and laid some ice on my wrist. I winced. Then she called the doctor, and off we went to Kaiser, Emily too. When we got there we marched strait into the emergency room, and the lady at the counter gave me an ice bag.

Finally, it was our turn. A nurse took some x-rays, (that was weird) and sent me back out again. The x-rays showed I had sprained my right wrist in the fall. Oh gosh, I thought. How in the world am I going to write? Writing was hard. My index and middle fingers were enclosed in the cast, so I slipped a pencil between my thumb and cast and tried to write. It didn't come out too neat, that's for sure, but I painstakingly copyed the alphabet. Numbers came easier. They didn't have so many curves.

Somehow, I lived through school, and after a week I got my cast off.

I still rollerskate with Emily, but I'm much more careful.

* * * * * *

IDEAS AND CONTENT-Middle

The following samples are representative of mid-range scores in Ideas and Content. The first piece is focused with some support but gives only the "big picture." The second one has defined the topic but supporting details are skimpy and ideas fall into the predictable category.

* * * * * *

My Porclain doll

When it was my birthday and I was turning eight. I got a porcelain doll from my
Grandma. I hope I get to keep it for my hole life. That is how Special it is to me. It is a ballet dancer. Her hair is braded. She has roseis in her head band. Her skirt is pink. She has a rose on her white blows. Her ballet shoes are pink She has blue eyes. Her hair is blondish brown. her lips are rosie pink. her skin is whiteish peachish. She has beautifull pink bow on the edge of her sleevs. She makes beautifull music when you wind her up. She is the most beatifull thing I've ever had.

* * * * * *

One day I woke up and looked outside. I said to my self, "Oh bummer." I went to the living room everybody was just thinking. I said, "Since it's raining and we can't go outside lets get in a circle and think of things to do. So we got in a circle and thought of tons of things to do. Finally we thought of three things to do. First we went to McDanalds, then we went to the movies and saw, "Arachnaphobia," after that we went to skateworld to stretch our legs. When we got home it was nine o'clock. We went to bed. We had a busy day. It was fun.

* * * * * *

IDEAS AND CONTENT-Low

Limited information and a lack of supporting details kept the scores low in the following samples. Paper one has not really defined the topic yet. The second sample is very sketchy and the third paper is simply a list of ideas.

* * * * * *

I think wen you are 10 years old. your mom & dad will think your old anuf to pick your own close out. and let you go to bed enie time you whant to go to bed. and let pick your own close out.

* * * * * *

My nintendo is fun to have around the house. My sister hogs the nintendo thats when we hafe to put it up. I think that every kid shoud have a nintendo.

* * * * * *

Woch T.V.
get a book to Read
do a puzle
rite a story
coler a pichear
brow a pichear
coll your pals
do your Job's

* * * * * *

ORGANIZATION-High

In these two samples the details fit where they are placed, the pacing keeps the reader involved and there is an inviting introduction and satisfying conclusion.

* * * * * *

Once upon a time in the woods it was a rainy day. Most animals were inside. The only animals that were outside were the ones that liked water. One dear said to its mother, "Why can't we go outside?" the Mother said, "It's all rainy outdoors." So the little dear thought up a game to pass the time. She told her brothers and sisters about the game. They all thought it was a grate idea. And the game was to be called "Tag." Evry one liked it. So the dear spit up to tell all the other animals about the game. And before they new it the rain stoped. So they plaied the game outside all day. And from that day on rainy days like that one they still play that game.

* * * * * *

Once upon a time there lived a zebra, her name was Heidi. Heidi had two friends. One friend was the graiffe, her name was Cortney. The other friend was a elephant, her name was Julia.

They lived in the Sanfransisco zoo. They all were in the same cage, because the zoo keeper had no room for them, because the zebra's cage was full, and so was the graiffe's cage too, and so was the elephant's cage. The zebra had his own hay, the elephant had her own peanuts, the graiffe had her own leaves and friute. They were happy together. One day the zoo keeper forgot to feed them. They were mad! They decided to make an exape plan they were all going to Africa. that's ware they got captured and tooken to the zoo, and that's ware they belonged. Julia the elephant went to the back of the cage, and ran for the bars. She ran and hit the bars, and the bars fell down and hit the ground with a loud crash. The zoo keeper welded the bars back on. It was the zebra's turn. and let out a big nay. The bars fell down, then they ran out of the zoo, and ran inside a cargo plane. It was big. The engine started. It took off the ground. When the got out the search planes were shooting at them. They ran in some tall grass. The search planes couldn't find them and the animals lived happlily ever after.

* * * * * *

ORGANIZATION-Middle

These papers received mid-range scores in Organization. In the first paper, the reader can follow what's being said, but sometimes details are placed where they don't seem to belong. The second paper lacks a real conclusion and the placement of details is also a bit confusing at times.

* * * * * *

THE DOG

Once there was a dog. And his name was Peter. He was tall and he had big ears. He looked funny. Once he ran all over the house. Once he walked all over me. He was dume. One day I put him in the dump. That old geezer was uceles. One day he came back. He licked me. And was nice to me. Once he played with me. I play ball with him. I tack him on walks now. I like him so much I coud play with him every day. He likes bons. He eats thim every day. I like him so much. He jumps on me every day. Oh and he licks my face. We are good frends now. Once I went shoping. And I got him a bone. That was big and fat. He liked it very much. We had a good day.

* * * * * *

I think third grader should go to bed at nine oclockso they can get enough sleep. So they are ready for school the next day. Some third graders think they don't need that much sleep but they do. If you have a test the next day you need a lot of sleep. Some kids think they can stay up just to watch shows that are until like about ten oclock. I think until kids are about fourteen they should stick to there parents time. If you stay up too late then you'll be too drowsy to go to school the next day. Kids want to stay up late so they can tell there friends how late they stayed up. Kids want to tell other kids that they stayed up late so they'll be there friends. Mothers want there kids to have enough sleep so they can go to school and learn. If other kids stay up that don't mean you do. Some times kids make fun other kids becuase they go to bed early. Will at least you get enough rest.

* * * * * *

ORGANIZATION-Low

Lack of cohesiveness kept scores on these papers low in Organization. The first paper lacks direction. Details seem helter-skelter and the writer confuses and loses the reader. The second paper plunges right in, conversation style, and ends abruptly; an introduction and conclusion would have strengthened this piece.

* * * * * *

My sport card And Julie she's the cutest girl, in the whole world. My baseball cards mean a llot to me to Every time I look at her I'm dreaming that I will soon Have Michel Jordans rookie card and her lips. I have her lips before. but Now I have Michel Jordans Rookie card. I love Her.

I play baseball a lot and hand ball with her All the Time and soccer football baseball basketball.

* * * * * *

Becase some people like to get wet. Because if you need to take a shawer you wouldn't have to tak a shawer and it is muddy theny you cade play in your home

* * * * * *

VOICE-High

A paper that scores high in Voice will be engaging and natural; it speaks to and involves the reader. The following papers, while sometimes low in other traits, scored high in Voice. Notice that they are honest and written from the heart.

* * * * * *

RAINY day fun

How about a bath, shower, or drink without wasting water? Floting a Lego boat without wasting water? How about a spalsh in a pudle? Want to get a bigger Pool? Easy, just wait intell it rains! You can go camping, and let it rain, and then go out and take a bath or shower! See who catches a rain drop first! (note: alwas move after catching a rain drop. they never land in the same spot!)

* * * * * *

Hi my name is Rocky. And why is my name Rocky you ask. Because I live in the rocky mountains. I have a cave under an apple tree. My cave is lined with soft moss and fur. One day my cub and I went outside to pick apples off our tree. Just then a hugh male grisly trotted up toward my cub. And if you know male grislys kill little cubs that happen to be in their way, I hurred over to my cub and shooed him into the cave.

But he just followed him into the cave. But luckly he knew a mad mother grisly could severly hurt him. So he galloped out of our cave.

But my cub thought he was his mother. so he followed him out of the cave. But I zoomed after him and brought him back. That night, after dinner, he asked me if I would teach him how to catch fish.
I said tomorrow my son tomorrow. The next day I brougt him down to the river. And he caught more fish than I did. And after that we always had enough to eat.

* * * * * *

Rainy Days get better

Hello my name is Tommy and I hate rainy days. I have a brother named Charols he is five and I am tin. He loves rainy days I triy to keep my self occupyed but I code't do it. I ask him how he dos it he wode't tel me so I woched him. I fon out wot he was doing. He was roaming in my room taking basboll cads. I told my mom and he got in trobole thin I was stating to lick rainy days. Charols was geting in trobole so I could have peace and quite. There you have how rainy days got better.

* * * * * *

VOICE-Middle

In these papers, the Voice of the author rings true but they are a bit routine and safe.

* * * * * *

The Rainy Day

It was a rainy day and there was not much to do. We thought this day was going to be very long and boring. But we wanted to have some fun so we made up games out of paper. After awile we wanted to play something else so we thought of reading a book and then writing that story down but making it a little bit different. We just sat and talked and we had alot of fun. Then we went downstairs and asked my mom to fix us some snacks she said we would have to watch the little kids and that was always fun so we did after awile she came in with some snacks and we went back upstairs. We listened to music and exercised and danced well we ate our snacks. Then we started playing hide and go-seek with my brothers. We played for a long time and then we play tunnel tag. It was time to eat so we ate we had pizza, chips and pop. it After that we told ghost story and said it had been a fun rainy day.

* * * * * *

Kids Deciding When To Go To Bed

I think that some kids should and others shouldn't decide when to go to sleep.

Kids that are honest, smart and know how to take care of their health can choose when to go to sleep because the person would choose a reasonable time they wouldv'e finished all their stuff and still get enough sleep. But kids that aren't honest, smart and don't know how to take care of their health shouldn't decide because if they did they would probably choose to stay up late and they wouldn't get enough sleep and they'd be sick.

That is why I think some kids should and others shouldn't decide when to go to sleep.

* * * * * *

VOICE-Low

There seems to be little personal involvement on the part of these authors of these papers. The Voice is not discernable.

* * * * * *

My Bike

It is red. It is fast. It is hard. It has shickers on it. It is a 5 sped. It is big. It has white spots. It has big wheels. I got it for my birthday.

* * * * * *

16 year's old can Chose The Times For To go To Bed They make There own Bed he can By Things he can drive he can visit he can go To The gass Ton he can go To The park.

* * * * * *

WORD CHOICE-High

These papers exhibited strong characteristics in the trait of Word Choice. In the first paper the words really fit and give a varied picture. The writer of the second sample uses strong imagery; you almost feel as though you are reading poetry. This is an exceptional piece. The third paper uses strong, active verbs. In all cases the words are powerful, visual and delightful.

* * * * * *

I'm a littel kitten sleping by the fire then sudinly my oner screm's "MOUSE"! I Jumped up I bolt in to the kitchen. My oner says "good snow flake your here." "Get that mouse" I meaw "my plesere." I start runing aftore that mouse. He Jump's up on a window ledge I jumped to but I coulded stop my self I got flung out of the window! the good thing about it is ther was a pipe on the side of the building my clae came out in a flash I grabed the pipe. I was lucky I thot. Then the pipe started to come luse then before I new it I was falling the pipe was right a buve me I was frecked I shut my eyes hoping it would be over soon I landed I opened my eyes I said were am I. Ther was a lot of cloud's around me I looked down I could not belive my eye's I was floting then I got zaped to earth. I was happy.

* * * * * *

Rain is your friend it sings to you win your glom It sa's cheer up and wocth the dancers. Thay pot on a show. you git out a blanket and a glass of hot choclate! you sit and wocth the magicl rain foll. As the rain folls to the grond it looks like ballerinas twerling arond and arond. You hear the pitter pattar of the rain on the roof top.
You see mother eart smileing at you. rain is the tol to all life. With out rain the trees and grass and oter plants would die and if the plants die you die. so cheer win the world takes a sawer and ingowe the trees grass and oter plants, and the singing rain and dancing rain. so say hi to the sun and hello to the rain

* * * * * *

One day I went outside to feach some berrys for my super. That was the day that somthing happend, Well, I went out into the farest, it was biutiful in the farest! The birds were cherping, The chipmunks craking nuts, The sun bemming over the grass, The due drops falling and tikelling my fur. It was nice to be in the farest! Oh, by the way, I'm a rabbit, And I love berrys! I was walking through the farest wen, all of a suden, I was on the run, Old Mr. fox was chasing me! "Help," I screemed, but no one would help me! I ran in the direction of the barn. It was two miles befor the barn and my feet were geting tiard already! Why was I so dume? I could have ran half a mile to get to my home! Well buy know it was ounly half a mile left! What if farmer Marks sees me starteling the chikens! He will probly have me for dinner, or even Mr. fox! I had gotten stuk in a bad place! Well insted of being noked out by Mr. Marks, I let Mr. Fox take me! When we got thear, Mr. fox put me on the stove. then he got realy close to me! I took a pan and noked him out and ran home! And the next day, I was ledding little bunny children to the farest to pick berrys! And that night we had a wonderful berry stue! And befor my bunny children went to bed, I told them the story of what happend yesterday!

* * * * * *

WORD CHOICE-Middle

In the following samples the words chosen by the writers fall into the general, functional and ordinary categories. The words communicate, but in a routine fashion. The reader is left wishing for some "ah, that was good" moments.

* * * * * *

If I had to choose something I would like to keep forever I would choose my dog Ruder. Ruder is a German Shepherd. His eyes are green and his tail is long. Ruder is a beautifil dog. Ruder is kind of a brown black gray color. Ruder is an excellent watchdog. Ruder plays with me when I'm bored, he's fun. I like Ruder better than my stuffed animals, my dolls and all that kind of stuff. Ruder can be bad and make mistakes but he's still the best dog in the world to me. Ruder is fun to play catch and stuff like that. Ruder likes to lay right by your bed at night, sonetimes it makes me go to sleep just thinking he's there. If I didn't have Ruder I wouldn't die or anything I'd just be lonely. I have friends but Ruder is better than all of them.

* * * * * *

Playing inside on raining days can be fun. First, I like to play nintendo in my brothers room. Next, I read a book in my room with is fun to do. Then, I work a puzzlie on the floor. Now, I watch t.v. in the lifing room. Soon, I play jakes on the floor in the kenchen. When, I get done playing jakes I make cookies. Last, I like to clean my room if I hove time. Finly, After a bisy day I take a nap. I like raining days at home.

* * * * * *

WORD CHOICE-Low

This paper, which scored low in the Word Choice trait, demonstrates a limited vocabulary. The paper relies on weak verbs. The writer needs help choosing just the right word. Giving students chances to "play" with language or to hear words used well (in fine literature read aloud) can be helpful.

* * * * * *

My dog it is stuft it is yellow. I sleep with it I play. With it my bother loves it. I got it when I was 2 years old. My broth chews on it! my. Dog is 11 his name is Hendry I read to him my sisters. Tear him up I get after them! I love him my mom gave it to me

* * * * * *

SENTENCE FLUENCY-High

These two papers scored high in Sentence Fluency. Notice that the sentence structure is varied, correct and pleasant to the ear when read aloud. The pieces read smoothly and are often poetic; a musical quality is present.

* * * * * *

How To Have Fun on a Rainy Day

Even on a rainy day when it seems like nothing goes right, you can still have a lot of fun. You can get your boots and raincoat, and play hop-scotch or catch with a friend. If you ever think a rainy day will be boring, I suggest you go outside and see how fun a rainy day can acctuly be. Or later you can call up and play games together, and when the sun comes out, if its' still raining, you can watch for a rainbow! You can always sail little paper boats in the gutter and in the ditch. You can stamp in puddles with your boots and if you have a swing, you can swing for a while and let the rain fly in your face. (only if its' just drizzling, of couse.) So there acctuly are many ways to have fun on a rainy day!!

* * * * * *

One bright, sunny day I took a walk in the woods. The air was clean and fresh and the sounds were danty and jouful when all at one there was this bright; white light! I stumbled back, confused, and fell in a daze. suddenly the light stopped, and a little man, about 15" high, rushed out. He held a 5" wand and wore a black cloak. In a few seconds he dissapeared. "Humph!" I said, and walked off. Suddenly I noticed that I kept hopping off the ground! That dwarf-man had changed me into an eagle!

How could I go home like this? I soon picked up flying and madly flew back. I figured I could find him and force him to change me back. I soon got tired and tried to sleep on the wing. Fortunatly an eagle is not an arctic turn. Smash! right into a pine tree! Suddenly I was falling! Thud! I landed as a gron! And from that day on I never went back in the woods.

* * * * * *

SENTENCE FLUENCY-Middle

In these two mid-range papers, the sentences hold together well, but fall into a pattern. In the first paper the reader must supply the punctuation at times, but the sentences are generally correct. Both papers lack energy and a sense of control over fluency that would move the piece along.

On a rainy day I can watch movies like An ewalk's adventure. I can watch cartoons. I can rent a Nintendo and some Nintendo games like Megaman 3. I can play some board games. At lunch I can have soup and after lunch I can have some nice warm hot choclate and small dinosaur cookies. After that I can go in the shop with my dad and help him with his copper and frames. I also can find wood and make little wood cars. I can also go in the house and read some nice books. I can do lots of things on a rainy day!

* * * * * *

Hi I'm Danny I'm going to tell you about me. And my favorite Christmas surprise, well you see it was December 24th my dad was reading some of the bible. And my mom was making cookies. And I was writting stuff I wanted from santa. Then it was ten oclock I didn't know where santa was going to come upstairs or downstairs. So I wated on the landing until ten thirty. Then I went ot my room upstairs. When I woke up. At nine in the morning I ran out in to the living room. And I saw my new 10 speed bike. It was from santa.

* * * * * *

SENTENCE FLUENCY-Low

These papers are weak in Sentence Fluency. Sentences are awkward, choppy and in some cases run on. Try reading these pieces aloud. You may find that a certain lack of fluency inhibits both easy reading and the reader's understanding of the message.

* * * * * *

I would like to Keep my Teenage Mutant Ninja Turtles Movie and Teenage Mutant Ninja Turtles Toy's. I would also like to keep my remotecuntroll tank and my remotecantroll Stomper that is four wheel drive and my badery operated miny Typhewn and my most prize posestion is two thing's my lamborghiny picture and my new I meen new new watch it costed $100 dallars I got it for christmas but wate I have three more things I would like to keep my bike and my skateboard and I would like to keep my new beebee gun and I gess have more so I will tell you them I would like to keep my computer and the diskis that came with it and that is all.

* * * * * *

A rainy Day. I say it's fun'when you think of same: games to play. Like I play Hands Down and I play girl talk. Whith my sister. I play Hands Down whith my family it's fun to play Hands Down. When it's a raiy Day. a rainy Day. Do not have to be boring. it can be fun. you can play Games and if you have a sister you play girl talk wheth your sister are you can play hide in sink. that's fun to play on rainy Days. game Like Hands Down and girl talk. are games that you can play on a riany Day. rainy Days are so fun same times sametimes rainy are not fun when it's a rainy Day. I play games. game are not boring. games are fun to play to play on a rainy Days.

* * * * * *

CONVENTIONS-High

These papers are representative of those scoring high in the trait of Conventions. Notice that errors are few and a wide range of skill in conventions is exhibited. In the third piece, the writer gets those apostrophes in the right spots, capitalizes "Nintendo," spells "favorites" correctly, uses both a question mark and exclamation point appropriately and correctly writes "living room" and "frying pan" as two words. Good control!

* * * * * *

On December 25th 1989 at 7.27 a.m. I was unwraping the presents in my stocking. I reached in and felt something flat. I took it out and unwraped it. I was a licence plate for a bike. That's wierd, I thought to myself. I don't even have a bike. I was suspicious. Then, I reached in my stocking and I felt something round. I took it out and unwraped it. It was a water bottle for a bike. Now I was really suspicious. Something wierd is going on, I thought to myself. I knew that there had to be something either on the front porch or on the deck. I thought it was going to be on the front porch because in 1987 December 25th my dad told me to go outside and get the paper and when I opened the door I found a tricycle sitting right in front of me. Taht's why I was very suspicious.
Since, 7:01 (when everybody got up) my dad kept telling me to go out on the deck and see if I could slide on the ice.

I told my parents that I was going downstairs to get dressed. But instead I went around the house and opened the blinds and drapes. As I walked back to the living room I saw that the blinds out to the deck were so I went over and opened it. Outside I saw a beautiful, bright pink and turquoise bike! I opened the sliding glass door and brought the bike inside. I looked at what I was wearing. Suddenly I stoped. I forgot to get dressed! My parents don't like me to be dishonest (in other words, lie) so I ran downstairs and got dressed and then I came back upstairs and finshed opening my presents.

* * * * * *

Me the Rino

I am a Rino. My skin is gray and I have an ivory tusk. I live in Africa. I am endangered.

One day I was walking in the jungle, then I saw a female Rino. I instantly fell in love. But when I walked over to her a big net sprang out and I was caught. Fortunately it was the wild life refuge and they didn't kill me. They brought me and my lady to the refuge and there we stayed. Me and Mana (that was the other Rino's name) got acquainted and we soon had a baby. Thanks to the refuge us animals can live without the worry of being instinct.
The End

* * * * * *

My Nintendo

I have 16 games for it. I let my friend, Josh borrow them. We play them at his house. It's hooked up to the T.V. It's Alex's favorite thing in the world. You might ask why. I don't know. It's almost always in the living room. Do you want me to tell you what it is? It's a frying pan. Just kidding! It's my Nintendo.

* * * * * *

CONVENTIONS-Middle

The following paper is a mixture of weak and strong in Conventions. It demonstrates a variety of conventional problems--capitalization, spelling, punctuation and usage; but notice that the writer also handles some conventions with skill. The paper is readable but needs a moderate amount of editing.

* * * * * *

I think kids all over the world should beable to set thier own bed time. Even now moms make you go to bed at a special time. Kids should make a chart that shows what time to go bed on a special time on what day. And each doy the time get higher antell it reaches twelve a clock. The time starts all over a gen antell they are in high school or longer. I like this chart because the kids get to see some of there favroite shows on tv and play games antell they'er is up. But if you now your mom is going to trick you make a small one in your room so mom won't trick you. Make exta for your friend and cousins and aunt and uncles. Most the time. And don't forget the baby's,

parnets plus grandmas and grandpas. You can sell them to. For 50 cents or for a dollar what ever you do you should make sum money. If you should sell them for five dollars wait a about a week you'll have about 50 dollars. By selling thies charts you allso teach kids how to time and count to twelve or tweny-four.

* * * * * *

CONVENTIONS-Low

Numerous errors in Conventions put these papers in the low range.

* * * * * *

A Rainy day dose't haf to be so bad. because you can Play game's. thae are all defrent chins you can woch the Rain come down. I thik it is fun to woch the Rain trickle down the widowd's. It gews the grownd mosnter it gews so tees and ether the gegs can teve in the felds. it gws sish slas in the felds. I Like wen it come down. Som times it maks Raindows. I love it wen it Rain's. a howl lot. Rain is exsiten wen it Rans. Som time's it comes down sole. I Like my Rain Lots and Rain boot's.

* * * * * *

If I lost my Nentendo. I wode be Sad. If. I lost my Nentendo. I woden't play weth nothen at all forever. I gen even Wen my brather and my sister ask me to play baskitball. I wed say o.k. but gestdestime I'll play may be.

* * * * * *

3rd GRADE STUDENT PAPERS - MODES

DESCRIPTIVE-High

The following two papers are examples of strong performance in the Descriptive mode. The first gives the reader a sense of being there huddled in the dark, looking out at the scary shadows. Like the writer, we feel like saying, "Thanks, Gus." The second one provides relevant details which bring the favorite object into focus.

* * * * * *

On a cold night when the wind hit the trees like lightening and the trees made scary shadows. I was in my bed snuggled real tight. I kept hearing noises. I was scard. I look over at my stuffed animals and I saw favorite teddy bear. I named him Guss. He was a blue teddy and real soft I squeezed him tight and all of a sudden I wasn't so scard. That night I slept like a log. When I got up that morning I turned to my teddy and said "'thanks guss." Thats why my teddy bear is my favorite thing.

* * * * * *

Something I would like to keep for a long time is my stuffed dog because I got him when I was five years old.

I call him Spot because he had a big brown spot on his back.

We sleep togehter. I snore he growls of course.

My brother has a rabbit named Carmal. Carmal and Spot play together.

Spot is a small dog with brown paws, a brown tail, brown eyes, and his ear are brown. Othewisehe white. All day Spot stays on my bed. That almost proves he is a stuffed animal. When I go to bed I tuck him in and we go to sleep. I like Spot. I think he is cute. So that is why I would like to have him for a long time He is short and stubby and has a small tail. On

On Saturday I take him down stairs and we watch T.V. Spot and I have a good time together.

* * * * * *

DESCRIPTIVE-Middle

These two papers give the big picture. They are examples of the "quick once-over." The first sample focuses on the obvious; this could be any family anywhere. The second one is also very general. The reader has a sense of the object but, again it is just out of reach.

* * * * * *

Something That Means Alot to Me

Something that means alot to me is my family. When I grow up & have my own house I would have a house that is close to my family. I would be so sad if I had to move away. Whenever I am off by myself at my grandmas house it is never much fun without my family. I wish we could alwas be together. My dream is to be with my family forever. We do just about everything together! Somethings we do include going on trips, seeing diffrent sights and meeting new people. If something bad happened to my family I would be the saddest person in the world! I am so lucky to have a great family!!

* * * * * *

Peter is my pet cat. I never want to part with him. Hes my best friend. Peter is to shades of orange, he has little white socks and a white spot in the middle of his back that looks like someone spiled milk on him. One day Peter ran away and the three days he was gone were the longest days of my life. I'd use to say I'd trade Peter for a kitten but then I new I'd give up Peter.

* * * * * *

DESCRIPTIVE-Low

Clouded, out of focus and fuzzy describe the following three papers which are low in the Descriptive mode. The first one is so general that the reader has to guess what the object is. The second paper is a riddle which we are to try and solve. The third sample though charming and full of voice, rambles around the subject and does not define or describe it; the subject remains out of reach--proof that more is not always better!

Horses realy mean a lot to me. My favoroite horse is a Black Staileaan. I also like mules, donkies and birds. My favoriote bird is the swan. I can talk like a duck, a halk and a crow. "I like chipmunks but not as much as horses." I like to look up funney words in the dictionary. It's a lot of fun to go on a walk in the spring, beacause thare's is a lot of stuff to look at.

* * * * * *

Its red, brown, yellow, green, pink, purlple, white, blue, peach. Doyou konw. What it is. I do do you konw. Naa you don't. or do you No you don't. But I do. You don't so there.

* * * * * *

How are you. I hope you had a good day. I have a speshel thing that. I don't won't to give it away becaus it is the best thing that. I could ever have it is very speshel to me is becaus. I have a speshle kind of love for the hole wide world and. I won't to keepp it that way to. I don't wan't to loos that love in my hart and. I wish you had the same love in your hart as. I do that is my frafrit thing is love and love is very in par tent to me and. I hope you can have love for me because. I have love for you and The hole wied world besides. I don't think you can't have love for me you can love any one if you rilly triy to if you triy very hard you can have the exact all most the exact love but. I don't now about having the exact love in you hart as. I havein min you can have a differnt love becaus you are not me at all you mit have diffent was then me you don't have my badey and. I don't have your badey and. I mite not now you at all you mite be in callafor I don't now becaus. I never ever seen you before. I have no I deae a tall what you are and how you are. I am not you and you are not me.

* * * * * *

NARRATIVE-High

Papers high in the Narrative mode tell a story that is well presented and can be paraphrased. All of the following papers do this. The first one has a controlling idea, something happens and then there is a conflict which is resolved. The second sample has a particularly strong storyline, good sequencing and an element of surprise. The third paper is very focused, has a lead that sets up the story and tight sequencing which leads to a resolution.

* * * * * *

March 20, 1991, I was coming home from school alittle late. All my friends were at my house. They were all yelling, "SURPRISE"! Then I remember it was my birthday. They all gave me gifts. They were o.k., but I wanted something more than ever Then mom said, Here's my gift." I opened it quickly as if it were the thing I always wanted. It was a puppy, the thing I wanted. "YA" I screamed!
The next day I took it to school no one noticed my puppy. I was feeling to diffrent ways. one was sad and the other well alittle mad. Finally it was time for show and tell. I showed my puppy. Finally everyone noticed. That was the first day I went home happy.

* * * * * *

In November there was a big surprise. I woke up as I did every morning, I brushed my teeth, combed my hair, and got dressed. It was before breakfast when my dad came in. He told me in a surprised voice, "Brandy has puppies!" It came as a surprise to me because I thought that Brandy was never going to have puppies.

When I saw them I was surprised. There were the six puppies all huddled by their mother. Let me describe them to you. Some were soft and brown, and some were white. Two were only black. Two were girls and four were boys. They were all fluffy and when I cuddled one it cuddled me. On Sunday I went to church and when I came home they were gone. My dad had taken them to the Humain Society.

* * * * * *

NARRATIVE-Middle

These papers are samples of mid-range scores in the Narrative mode. The first one has a sense of plot and characterization but the reader can foretell the obvious. The writer mixes events that matter with nonessential, general details. The second piece is very lean on critical detail; the writer does not recognize the high point.

* * * * * *

I was realy surprised when I fell into the pool with my clothes on. I was with my friend and we had just got back from dance class. We were geting her brother and he puled us in. We desided to call her mom and stay the day. We still had on are clothe but we did not care

We had so much fun! It was hard to m move ceuse are clothes wear so hevey! But we had lot's of fun! I sher was surprised. You wuld have ben to!

* * * * * *

One day I thought dad and I were going to his work. We are going to pick up something for grandpa he said. We were driving for hours. We passed his work. Insted of going to his work we went to the Enchanted forest. I had a great time.

* * * * * *

NARRATIVE-Low

The following papers are low in the Narrative mode. The first sample is a list of events looking for a story. The second one has the beginning of a story but not many details; it has not yet developed in a purposeful way.

* * * * * *

When I had suprise birthday party.
When I fell out of a tree.
And when I broke my foot.
Also when a crowdad landed on my foot.
When I grabed the hot wire fence
Then when I got cut in the bamboo
When I got stun 32 times by yellow jak.

* * * * * *

Once I was very sick, One morning I was tocing to my sister but then I throwup and my sister didnt even nodties and she was stading right in frut of me.

* * * * * *

IMAGINATIVE-High

These three papers are high in the Imaginative mode. The first one is spirited and lively and takes the reader on a voyage of discovery as seen through the eyes of a dog. The second paper is also fresh and new while the third one, even though low in organization, takes the road less traveled in an inventive fashion.

* * * * * *

An Example of Sunday

Today is Sunday. Sunday is my most unfavorite day of the week, guess why. Today Welber and I have to go to church. Little Sally Cally and her pet monkey are always there and boy do I hate them! Welber just loves them because when ever their around him they always act like goody two shoes and I get blamed for things I shouldn't get blamed for.

Oh geapers I got so carried away talking that I forgot to get ready for church if I'm late Welber will have my hind. Ah-oh here he comes I better go to church alone today for I'd ought to be on my way.

Hmmm now this lock that locks up my dog house is mighty hard to break, sometimes I wish I were a humen but I'm not. Ah here it goes finally I can be on my way! This fresh air does feel good now I no longer want to be a humen for if I was I couldn't get to church as fast as I do.

Gol I was so occupied discussing my thoughts that I didn't realize I was already here. I hope pet pintcher bug is still in my pocket. But I better not worry about him right now because church is starting. Lets see I think I'll sit behind Sally Cally. You know something I think it's time to start some exitement! I'v got pintcher in my hand and I think I'll send him over the pew to Sally Cally and he'll start pintching her on the bottom then if I know Sally Cally she'll scream her head off. All right pintcher do your job, sure enough he's doing it! Wups I think I went to a little to far, when I get home I'm going to get a beating and you won't want to hear about that so I better begoing.

* * * * * *

I Am a color crayon no one would use me I was an ugly green they would use pretty pink and blue instead I Fell out of Stacys desk that night and in the morning somebody stepped on me and smeared me all over the Floor and then the teacher saw it and sandy got in trouble there was only have left of me so she trew me in the garbag well it was kind of fun cause there was a brown crayon right then we fell in love so three days later I was Mrs. bown he gave me a life saver for a wedding ring I gave him one too then a week later we had a little baby girl we named her stacy then that night the ganetur came to take the garbag can out what a relif cause people were spitting gum out and

about got on us then when he was going to pick it up we fell out and we lived in the corner of a desk for sevriel years we still do and the brown family lived happily ever after

* * * * * *

I am very glad I'm a big fish. Becase I can do anything I want here. There is so many neat things about me. I will tell you about the tricks I do. Please don't tell fishers. Sometimes I'm disturbing. Did I tell you about the time I drove the queen of fish crazy. Note I drove her to the crazy park.

There is alot of things to tell about me. These things are important to the things after that you read about me. I'm a Rainbow Trout. But of course we all are. In the tricks section you will see how smart I am. I'm not the fastest fish here. But I'm not the slowes fish here either. You might smile to death on the tricks. But they are better in real life. I know alot of riddles. Do you want to hear one? Where do fish keep their money? In the river bank! I'll tell you about the time I out smarted a fisherman. I saw the hook and hooked it to a rock and tugged on the line. And when no one was looking I made shark noise. Every one was scared but me.

A few little times a have been really disturbing. Like the time I kept my mom from writing a water-O-graph. Most fish are not noisy. But I'm noisy. I draw scary monster sharks. I'm always saying can'I. But once I started a conversation.

* * * * * *

IMAGINATIVE-Middle

The following writing samples earned middle-range scores. Both papers are a mixture of the surprising and the expected. The writers are on the verge of discovery, but are still anchored in the familiar.

Once upon a time a long, long time ago, I lived as a unicorn. I was 8 feet tall and I had wings. I was a most beautiful sight. My mane and tail were silver. My body was gold. I ate moss and grass. I was as gentle as could be. Then one day I broke a foot. The birds and animals gathered food for me. Soon I got better. My biggest joy was being a unicorn.

* * * * * *

Once upon a time there was a girl named Anne. She had a little brother. One day Anne and her little brother wen't to the forest. To pick berries. After they got done picking berries. They met someone. She was a old woman. She was a wicked qeen. She said how would like to come with me. They said will ok so they wen't. When they there. The wicked qeen turned Anne in to a bird. The little boy saw the wicked qeen turen Anne in to a bird. The little boy got mad. The wicked qeen fell fast to sleep. The little boy took the spell. And turend his sisster back in ta human.

* * * * * *

IMAGINATIVE-Low

These sample papers scored low in the Imaginative mode. The first one is more of an expository piece about an eagle, while the second paper is familiar and exhibits little sense of adventure.

* * * * * *

Lots of people want to be something else. If I could, I would be a White headed Eagle. I would because the White Headed Eagle is a strong and beatiful bird. It can soar freely in the air. It has a very good eye sight. It has strong claws to carry and grad very fast. It has a strong beek to rip and tear. Although I'm a human, the next thing I would like to be is a White Headed Eagle, Besides I woud be famous. Like the symbol U.S. Mail.

* * * * * *

I can Fly. When I was litle my Mom teach to Fly. I Fly every where I look for food. I have Friend when I was Flying and still looking at Food. My mom go looking the nother Food. I hate Finger nails. I have a big body I have a good Food. I play with my Friend My mom have a new friend and we all play together We have a party. I'm happy and I have a big head.
The next day. I com back to my home I go to sleep at home. I like being a bird.

* * * * * *

EXPOSITORY-High

The following three papers are strong in the Expository mode. The first one uses narrative to explain. The writer draws from his or her own experience, provides abundant detail and entertains the reader as well. The second paper also tells a story to explain what you can do on a rainy day and it is done very well. The third paper has so many developed ideas that you almost wish for a rainy day.

* * * * * *

It was raining when I woke up. I hate rainy days! I hate it because you can't play anything because its to wet. I went downstairs to breakfast. We had eggs, bacon, and orange juice. My mom saw my frown on my face. "What's" "wrong"? she asked. "I" don't like rainy "days!" I said. My moM put down the plate of bacon and eggs. "You" don't mean "that said my mom. "Theres" nothing to do "inside!" I said. My mom sat down it a chair. "Theres" lots of things you could do, like playing a game, and watching a movie, or drawing a picture, playing with your friends, things like "that." said my mom. I though about. "Can" I still play "hide-and-seek"? I asked. "Sure!" my mom said. "And" you could just enjoy the "rain" said my mom. "I" know what I'll "do" I said. I got my raincoat from the closet, and took of my shoes, and got my boots on. I zipped my raincoat. "Bye!" I said to my mom. "Bye!" my mom said. I went outside. This is fun! I thought. I do like the rain! I ran around the block. Finally, I spotted my friend, Sarah. She was going towards me. "Hi!" I yelled. "Hello!" Sarah said. Then we played together in the rain and played until it was lunchtime.

* * * * * *

How to Turn A Rainy Day Into A Fun Day

"There are some good ways that we can get the better of our boredom attack," said Janet. Her sister, Ali, frowned with disgust. "No way, Jan," she said. "You know that my Chinese dress-up kimono is gone. I hate playing in the rain, and we can't have anyone over." Ali was always disagreeing with Janet. They were twins, and since Janet was five minutes younger than Ali, they often had fights and disagreements. "Oh, come on, Ali", said Janet. "I know. Let's make a pan of brownies. We'll ask Mom, get the stuff, and do it!" "Well, okay," said Ali. So they made some brownies. Then Ali said, "Let's get some books and do some reading." So they each got some books, lay down on their beds, and read. Soon Janet said, "Let's practice our piano. Mom says we ought to." So they practiced their piano and sang along with it. They had quite a lot of fun that day, and they hoped that the next rainy day would come soon. And for a long time, they were very happy.

* * * * * *

What You Can Do On A Rainy Day.

Would you like to know how to make a rainy day fun? Here area some ideas.

You could read a book. Books can be very interesting when you read a book it is like you are a different person in a different place. Here are some books you might enjoy: all of the books by Beverly Cleary, the series of the books that are in the Chronicles of Narnia by C.S. Lewis, and The Sunday Doll by Mary Francis Shuri.

You could draw a picture of an animal, a person, a building, a vehicle, a caracher on a T.V. show, a monster, or something you make up. If I was going to draw a picture I would make it very colorful and I would try to make it as real looking as posible.

You could write a story about anything you like. It could be a true or amaginary story. To make it interesting you can use adjetives. When you write your story you should explain things so your readers will be able to see it in their heads.

You could play a game. Games can be very exciting. These are some board games you might want to try: Chess, Checkers, Scrabble, Pictionary , Candy Land and Shoots and Ladders. Candy Land and Shoots and Ladders are more for younger kids. There are other kinds of games to, like card games. Here are some card games that might be fun to play: War, Old Maid, Animal Rummy, Crazy Eights, Hearts, and Fish.

Or, you could watch television. There are lots of shows on during the day. And if there aren't any shows on that you want to watch, you could always rent a movie.

These are only some of the things you can do on a rainy day. You can do anything that you don't need to go outside for. Now what do you think of a rainy day? Well, I think a rainy day can be a lot of fun.

* * * * * *

EXPOSITORY-Middle

These two papers hit the high points and answer basic questions. The first sample is a list without as much development as the reader would like. The information is there in overview form. The second paper is clear, but stays on the surface and leaves the reader hungry for more.

* * * * * *

A rainy day can be fun. Play games call a friend read a book write a letter.

You can pretend you are a sailer on a ship. You can whach TV or go to a feinds house or have Someone come over to your house. You can make a motel. You can sort cards. Go to more fun it is a card shop. Take a nap.

You can play Baseketball. If you have a little hoop inside you can shoot inside.

You can do lots of stuff. What are you going to do the next time it rains?

* * * * * *

A rainy day

Today it is rainy. The rain is Coming down like a cup of water being pored from the sky. I wish the rain wounld stop falling.

Play games.
On a rainy day my sister and I play games like clue, srooy, school and other games.

Friends come.
I like it on a rainy day When my friends come to my house, or I go to thire house.
Jeannie, Amy and Emily ysally come over, or I go thire.

Hot cocoa
On a rainy day I dreck Hot cocoa to worm me up inside.
These Things Make a rainy day a good day.

* * * * * *

EXPOSITORY-Low

Missing details and meager development made these two papers weak in the Expository mode. The first one repeats the rainy day idea over and over. The second one wanders into the imaginative area and never explains rainy day activities.

* * * * * *

A rainy day can bee a nisday if you like rainy days. Smeticm it is A rainy day. and you didi like it with fit is hwi t tryna rainy day in ot a ni day if it is a rainy day in you dnid is go oti Siud and gih doli in theirainy.

* * * * * *

It all started out when Bill was skating and Lynn was jump roping then when it started to rain then they said rain rain go away come back another day. They stoped the rain by machines it can stop rain by buttins. Homers' invention stoped the rain.

* * * * * *

PERSUASIVE-High

Papers high in Persuasive mode should propel the reader in one direction. All of the following papers do this. The first one presents convincing arguments in a lively fashion which are both logical and entertaining. The second writer uses a story to make a point and the third paper, though probably close to a "4" score, uses support to clarify opinion and shows evidence of sound reasoning.

* * * * * *

Third graders are not quite old enough to set their own bedtimes. Because they may not get enough sleep, and will want to sleep in.

I think maybe 9-10 years old kids are old enough to set their own bedtimes. Because they might deserve it. They won't beg to set their bedtimes anymore and maybe they will not be so grumpy about bedtimes. They'll feel terrific. Do you want kids to go to sleep grumpy? Who does? They will be so angry they might explode. Do you want your kid(s) to be so angry they explode? I don't think anyone will enjoy that.

Just give the kids a chance. The thing is if they don't wake up early in the morning for school they blew it! Don't you know kids love to stay up? So keep your eyes on them to make sure they are not becoming a sleepyhead.

* * * * * *

I think third graders shouldn't be able to pick their bed time. But when they get eleven or twelve they should be able to.

Here is what happened to a seven year old boy who tried to pick his bed time. His mother said "stay up, as long as you want." So he did. But when he got up he was an hour late for school. When he got home he was grounded for a week.

I hope I am old enough to pick my bed time. If you are a third grader, please wait until your older. maybe I'll wait until I'm older.

* * * * * *

Bed Times

Some kids think they are old enogh to devide what time they sould go to bed. Why? Some kids are responsible for there bed time! Some kids stay up till 8:30, or 9:00, other kids stay up until they fall asleep. Kids should not stay up very late. Kids should at least get 9-1/2 hours of sleep. To chose your own bed time you have to be trusting, truthfull, and smart. You should not pick a time time that makes you growtchy, or rude, like 8:30 or 9:00. If I got to pick my own bed time I would pick 8:45. Third graders should be able to pick there own bed times, but don't lett them stay up to late, becouse you know what happn.

* * * * * *

PERSUASIVE-Middle

These two papers are samples of middle-range Persuasive pieces. They both take a basic position, but the arguments are predictable, not always rational, and sometimes rely on opinion rather than fact.

* * * * * *

Some third graders think they are old enough to decide how late they can stay up at night. I think kids shood be older than 11 to set their own bedtimes. Because older kids can handle it better than yong kids. And also big kids can handle it more because they are much older. Big kids like to watch lots of movies and litte kids kneed more rest for the next day. Now you can see why kids shood be older than 11 to set their own bedtimes.

* * * * * *

I think that kids should not decide there bedtime until they are sixteen, because if they decide when they are yonger they would be cranky in the morning. They might get a ticket for partying all night and disterbing the piece. On Saturday they might sleep in to late and miss the cartoons. They might be late for school and if you were late every day you might have to stay in on morning break. And thats why kids should not decide there bedtime.

* * * * * *

PERSUASIVE-Low

Fuzzy thinking, unsupported statements and little or no evidence characterize these three papers, which are scored low in the Persuasive mode. The writers have opinions but have not yet discovered a way to share them in a convincing and clear way. The third paper, particularly, struggles even to find a position to support.

* * * * * *

third gradere shod stay up at night.
I think we can stay up at night. I allso think we sod go to bad at about 9:35. It is only my oinion third gradere shod stay up or not. I think the kide that is staing up sod hav a reson to stay up. I rilly dot know if kides sod stay up. I ge that all I hav to sae.

* * * * * *

Because they are big they live bay there slafe they are going with Eachother they are Mom and dad they can Stay in bed they can go for a wialk.

* * * * * *

1 19 is a tena jar
2 I that is but that
3 ar old unuf
4 19 is old in nuf
5 it is hir thin 5
6 19 is hir
7 19 is hir thin 15
8 19 is hir thin ene thir
9 nuber.

* * * * * *

5th GRADE STUDENT PAPERS - TRAITS

IDEAS AND CONTENT-High

The following two papers scored high in the Ideas and Content trait. The first paper uses relevant anecdotes and details to develop the topic and entertain the reader. In the second paper the writer writes from experiences and draws the reader in, holding his/her attention.

* * * * * *

My Hardest Teacher to Forget

The most interesting and hardest techer to forget would have to be Miss. Freise. It was her first year of teaching and second to last. She was a kind twenty two year old, pretty teacher. Anny Freisehad short soft mouse brown sholder length hair. Her wardrobe was made up of Ocean Pacific and Guess cloths. Her outfits went allong with her wild earings and her teenage personality. She had a big key chain with a colection of toys on it like Gumby, Pokey, an astronaught, and Snoopy. Miss. F. had two pig noses in her desk and would thretn to make someone wear them if the kids were naughty.

If we had no names on the board for a week we would get a popcorn party, and get to invite friends over to the room to help us eat the popcorn. One day Miss. Freise's little twenty year old brother came to visit the class room. She wrote his name on the board for throwing his empty milk across the room.

Every friday we would make a class story and she would coppy it down on a big peace of paper. After we were finished we drew a picture of our faviet part and she'd hang them all around the story on the bulitan board. We did a lot of art projects. She would make up games for subjects to make them funer and easer. That was only a few of the neat things Miss. Freise did in that one year.

* * * * * *

"Go!" our teacher yelled. We were off. I ran as fast as I could toward the finish line. We were trying out for J.C.'s "Go! Go!," my friends yelled out to me. I ran as hard as I could. It was a beautiful day and I felt great! "Good job, Leanne!" my friends congradulated me. I had made it on the team.

"Oh, no!" I groaned as my friend and I exchanged glances. We had been put on different teams. We wouldn't be running together.

A few days later we were practicing. The day for the race was coming soon. I ran hard! The day of the race had arrived. I was nervous. I warmed up as I waited. "Second Grade, Girls" it was our turn. My friend gave me a thumbs-up sign. I smiled at her. We were ready to go. I was running 3rd. "Pow!" I heard the gun go off and I waited for my turn to run. Closer, closer. I felt the baton in my hand. Then I ran. Fast. I ran past 1 girl. I felt good. I passed the baton to the last and final girl. Then she ran. Boy did she go fast!

"We won!" my teamates and I yelled. Horay! We had done it. We had got 1st place!

* * * * * *

IDEAS AND CONTENT-Middle

These two samples represent a combination of strengths and weaknesses in Ideas and Content. The first paper is reasonably focused and ideas are supported but they tend to be general. The second paper starts out strong but then drops the ball.

CLOCKS

Clocks help us alot because if we didn't have them we would be going places at the wrong time and nobody would ever get anything done. They tell us when it's time to go to bed and when it's time to wake up. They tell us when to go to work and when to come home and when to go to school and when to come home.

They are helping us in the Middle East because if everyone wasn't doing their job when they were supposed to do it we would have a mess. Clocks are one of the most useful things in the world because everyone uses them all of the time. Clocks set up our whole day they tell us when to do what we had planned to do. If we didn't have clocks today the world would be a mess and that's why clocks are a good invention.

* * * * * *

A long time ago Kay's grandfather, Donald, built a robot. This robot could help you fly. Donald got older and got tired of it, so he stored it in the attic.

One day Kay was playing in the attic. She found the robot in the closet. She thought it looked cute. It looked like a human being to her. With little hands, a small head, and two long feet connected to its round weird body. It was time for dinner, so she went inside.

She told her family all about the robot. Donald reconized the robot. He told Kay the story about it. She loved the robot, she would play with it everyday and she would never grow out of it.

This robot would be past on for centuries and would always be a friend.

* * * * * *

IDEAS AND CONTENT-Low

These papers are scored low in Ideas and Content. The first one is an outline sketch of a story but there are no supporting details. The second is a "what if" fantasy game; the writer has not begun to develop the topic or give this piece a sense of purpose.

* * * * * *

I was in kindergarten and me and my friend were playing on the teetertoter. One day I was at the teetertoter and he was at the bottom. My lag was under the teetertoter and he jumped off and I went down and broke my leg.

* * * * * *

What If

What if flowers could turn you into a princess? If flowers could turn you into a princess, if I found one I would keep it safe. If flowers could turn you into a princess I would take it to school and turn into a princess so all the boys would like me. If flowers could turn you into a princess I would take it to a dance and turn into a princess there. If I could turn into a princess I would get survants to clean my room, and make my bed. If I could turn into a princess I would be in a beauty contest and win. If a flower could turn me into a princess I would get a million dollers and buy a mall with it and get all the fur, and buy a manchion. If I coul turn into a princess I would have a Lambergini and it would drive me to school and the beach. If I could be a princess I would buy a condo at Seaside and it would have two pools and I would swim in them every day. I would go to the beach and swim everyday there. If I could be a princess I would go to the mall every day and pick out clothes for school. If I were a princess I would have a party every night and still be drug and alcohol free at the same time. If a flower could turn me into a princess I would go to baseball and all sports every other day untill I was very old.

ORGANIZATION-High

These papers scored high in Organization. The reader is moved through the text at an appropriate pace and details are carefully coordinated. In the first paper the writer draws you in, builds suspense and then skillfully concludes. The second paper has particularly smooth transitions.

* * * * * *

What if when you drew a picture of a place you could go there? Thats what I wanted to know until one hot, humid, summer day.

I was sitting at my drawing desk doodling some old woods, but I wasn't concentrating. More thinking about what would happen if I could draw a picture of a place and then find myself there. Thats when it happened. As quick as you can say tub of clams I was in the middle of the droopy woods! How could I get back?

I looked around and didn't see any way back. I searched under every rock, in every bush. All that I found was a pencil.

Pencil in hand I started ambling. What was that? I whirled around. There was a line along side me. Did I do that? I took the pencil and started drawing. Why didn't I think of that? Its my drawing I can change it any way I want!

I drew a book. It's called How to Get Out. Why not? I read it swiftly. It told me to draw myself sitting at my drawing desk. I had to draw a piece of paper first so I did. Then I drew myself, sitting at my drawing desk. I got right back in my room as fast as I got in the woods!

* * * * * *

"Today is the worst day of my life!" I said to my mom. "Today my teacher totally embarressed me. She told the whole class what I received on my English test. A D!" That's why I'm going to invent a time stopper!

I went down in the basement and started working on my time stopper. I worked non-stop for 6 hours. It could turn back time, and no one would know what the small device had done. I could also program it to make people happier or anything! I wanted to try it out, but my mom called me to set the table. Dinner was going to be great! Mashed potatotes, steak, and corn! It started getting pretty quiet at the table so I told my family of my great invention. No one believed me, but I could change that! I pressed a button on my unique, tiny, machine. Suddenly I was back in the basement and my mom was yelling for me to set the table. Everything was the same except when I told everyone of my invention. They all congradulated my brillance!

When I went to school the next day it was great! I just love having this wondeful device! All I do is put it in my pocket and no one notices it. From that day on lifes been great!

* * * * * *

ORGANIZATION-Middle

These two samples represent middle-range papers in Organization. The first one is fairly standard; each paragraph has a topic sentence and several supporting details. The introduction is identifiable, but needs to be more engaging; the conclusion needs to provide a stronger sense of resolution. The second paper falls into a predictable pattern.

* * * * * *

No Smoking

I don't want people to smoke in restaurants, stores and other public places. There should be a Smoker's house, where smoker's go and smoke all they want. This place can include a bar and TV or other sources that the people want. Each city would have a Smoker's house.

When smoker's are in public, they could have a bubble, so the smoke won't come in the air. It can have a machine that doesn't let any of the smoke get into the air.

These are some inventions that I have made up. Now I will tell you why I don't want smoker's at public places. I don't like smoker's because when they smoke the people who are by them have to smell the smoke. When people smoke the smoke can sometimes get into your body. The people who think smoking is cool, it's not, because it hurts you and other people, too.

* * * * * *

Helpful Things About the Boat

I'm going to be telling helpful things about all boats. I'll be telling people that they can go fishin for a job, they can go on boats to get to places over the sea, people can go on boats to see whales, dolphins, and other sealife animals, and they can go scuba diving.

If people had a boat they can go fishing for a job. People also will able to earn money for their family. Then everyone will be happy.

If people were on a boat they can go to a place like Hawii. If people don't want to go on a plane to Hawii just take a cruise to Hawii. It probaly saves a big amount of money.

Also if you have a boat people can go out in the ocean to see whales, dolphins and other sealife animals. I think that's the best thing about boats because I like sealife animals. While people are watching you can relax at the same time.

The last thing about boats are people can go suba diving. They can jump off the end of the boat and dife into the water. That will be exciting to do.

I talked about people can go fishin for a job, people can get to place to place, they can watch animals, and go scuba diving. Just remeber boats are helpful for people all around the world.

* * * * * *

ORGANIZATION-Low

These papers scored low in Organization. The first one has many ideas but they are jumbled and misplaced; this confuses the reader. The second sample is a list of facts strung together without a strong sense of purpose to build cohesiveness.

* * * * * *

I will never forget my uncle Jake he loved airplanes just like me but when he died my mom was their. He died at 3:30 in the morning. When my mom got home around 6:00 a.m. and she told me what happened. "He died"! Thats what she said. I wish I could spare my life for his. I remember 3 nights befor Christmas my mom told us something about Jake. My mom told her mom that she was going to buy a T-shirt for her for Christmas. But my uncle said, "It's not ok for a 74 year old woman to have a T-shirt". But m grandma said, "It wold be a new exprience for me" Even thou Jake said not to get her one my mom got her one.

He was anice guy and I loved him. He was burried on a Friday in January and I have seen his pilots lisson but I have never seen his airplane. We are looking for his will but we still havent found it. Some times I wonder if their is a Will maby there is maby there isn't a Will but I don't know if their is or isn't and som times I wonder he is happy up thir in the sky with the twins and my grampa Sears. But I loved him and thats what counts.

* * * * * *

Airplans are good for transportaion. Only 3 plans in a year crash. Airplans do plot the air a lot more than 1000 cars a day. Airplans get lots of mail if we didn't airplans we'd have to wate for day to get mail from other county. They would have to go by boat. Airplans make 1000s for the government. When a plan crashes it killes lots of people and cost the state lot money to get a new one.

Little airplans are for carriering things to people in. Jungles, plains, and hilles little planes can put out fires and they can find lopt people.

Fighter plans kille fast and they can rech speeds upto 1000 mts.

* * * * * *

VOICE-High

These three papers represent the qualities that score high in the trait of Voice. The first writer writes as though he/she is telling a story; it is natural, flows smoothly and brings the topic to life. The writer of the second paper is clearly involved with her topic. The third piece is original and engaging. These papers have strong reader/writer interaction.

* * * * * *

I was sitting watching the water drip off of the icicles outside of my bedroom window. My mom ran into the room.

"Bridgets had her baby!" she exclaimed. As we crowded around the dresser, Bridget nudged the little brown spot, next to her. Every time we tried to touch the baby, Bridget growled at us. After a half-hour, Scooter made his way into the livingroom.

"When is he going to get his eyes open?" my sister asked.

"In about a month," my mother told her.

As Scooter scooted, and ran into everything, we discussed a name for the newborn. A month passed. Everyday of that month I checked on Scooter to see if his eyes were open yet. The next morning I woke up by a small whine. I looked down on the floor. There, looking up at me, was a little spot. I picked him up on and put him on my bed. My sister awoke by my talking to Scooter. The cold winter passed, and spring came. I came home from school, and I saw Scooter sniffing the air. His little black nose was perked up. he was so cute! Spring passed and summer came. Many times a day. I had to fill his bowl with water.

Summer passed and fall came. It was just about mid-fall when I had my birthday. Scooter had fun running through all the wrapping paper that had fallen on the floor. Fall passed and along comes the cold winter again. Scooter loved Christmas, but about 2 weeks later, something happend that nobody loved, Scooter got ran over by a car. When my brother came home with the little body, he layed it in the soft white snow. Till this day, I sometimes cry myself to sleep, because I can't get Scooter out of my mind.

* * * * * *

"Yuk" she grimaced! Mud on my paints, bugs in my mouth and car fumes in my face! Next thing she knew, she hit a pothole and went head-over-heels into the ditch! She stood up and dusted herself off thinking of all bad things about a bike.

First, she thought of when the semi splashed her. Then she thought of when her favorite pants that got stained. Soon she remembered the sunburn she got last week. The scariest thought was about her friend, Eve, that got hit by a car riding her bike to the park to play.

Then Cristmas came in to her mind when her parest had given the bike to her. She thought about her brother in the war over oil and how much money she saved riding her bike, and how it saved oil, too. She thought of how she coudn't even run a mile before she started riding her bike. She was stronger and healthier since riding her bike. And she wasn't the only one healthier in her family. Her brother had trouble with body but he'd learned to ride a bike so biking was good exercise for almost anyone!

* * * * * *

Dance With The Hammer

I've always wanted to dance, I've always wanted to dance, I thought to myself. But what could I do to make myself dance better than anyone?

I know! I'm smart enough, I can make up an Ivention. Well I better get started.

It's got to be something jazzy like . . . I don't know, I'll just grab a tape. So I rushed into my mom's room and brought her tape player back to my bed. Then I turned one on and, AFRICAN MUSIC, NO WAY! So I grabbed another one and it was a little better but not what I was looking for. Then I grabbed another one and it was u can't Touch This! Perfect.

Then I turned on my computer and programmed my dancing skills and what I knew about MC Hammer into it. Next I took the disk and tape and put them into the blender. When I took it out it was all in pieces but what did I expect? Then I got clay and molded the pieces so it was a tape and turned it on. And all of the sudden I started to do the hula! Whoops, I made the mistake of telling the computer I did the hula once.

So I did the whole procedure over again (leaving out the hula part). Then I turned it on and I started to dance like M.C. Hammer!

So then I went to a dance competition and was picked to dance on Broadway! Gosh, I thought I should recommend that process to scientists.

* * * * * *

VOICE-Middle

These two papers fall into the mid-range in the trait of Voice. The first writer weighs his/her words carefully and writes in a routine fashion. The second writer is very straightforward, but the writing is so depersonalized it sounds almost like an excerpt from a health manual.

* * * * * *

A camping trip to remeber

Wow, it was long drive to get here, to Bend that is. Everyone was sitting in there sleeping bags and roasting marshmallows whyll sipping hot choclate. That night was a night I'll never forget. That night I stubbed my toe on

a rock, man did that hurt and thats not the worst of it. The part I will never forget happend when I was sleeping. I was sleeping soundly then suddnly I heard a loud skweeky cry, it startled me. I looked out my tent and saw something most horifying. It was 4 little coyotes. They were by the back of one of my friends tents eating food I guess. I quietly snuk over to my parents tent next to mine and woke them up. I told them that there were coyotes out by the food. My dad got up and took his rifle out side with him, he shot it up in the air 2 times and scared the coyotes away. It turend out that they were trying to cach a rat that was in the food.

And that is my story about going camping in Bend. I realy had a wonderful time there, its a exiting town.

* * * * * *

The Toothbrush and Toothpaste

The toothbrush is a very helpful invention. Without it nobody would have teeth. They would rot and fall out.

When you brush your teeth with toothpaste and a toothbrush, your teeth will look and feel better.

When you brush your teeth, the plaque disappears off your teeth. Plaque is gross stuff that appears on your teeth. But when you brush you won't have plaque.

Another thing that disappears from your teeth when you brush is gingivitis. Gingivitis is as bad as plaque. You don't want either one of them on your teeth.

When you don't have a toothbrush your teeth will be all yellow. They will rot and eventually fall out

The toothbrush is a very helpful invention.

* * * * * *

VOICE-Low

The Voice in this paper is weak. Despite a potentially exciting topic, the writer seems distant, carefully removed from the center of things.

* * * * * *

One day I was riding my bike. A guy came up to me.

He chased me into a dark alley. I rode through it fast and he slopped to rest.

I went home and called the police. They caught the guy.

* * * * * *

WORD CHOICE-High

Among the papers exhibiting strengths in Word Choice are these three examples. Strong verbs paint a picture in the first paper. A mature command of vocabulary used in a natural way is characteristic of the second paper. The third paper is reminiscent of a gothic tale. The writer uses appropriate vocabulary and sentence construction to build the mood.

* * * * * *

During summer vacation of 1990 State Games. We were playing soccer. The refferee hooted on the whistle to start the game. Tense feelings and exitment filled the air. We kicked the ball and dribbled down the field. Tami passed the ball to Sara and she received it and kicked the ball with all her might, we scorred! The crowd went wild! The other team speedily booted the ball. They got it a quarter of the way down the field and shot, but I caught it in the nick of time. Feuw! The ball was rushed down the field as Judy recieved the ball and kicked but it didn't quit go in. Then the referee gave a mighty blow on his whistle for half time.

When half time was over everybody set up and the other team kicked the ball and scored. The score was tied up one to one. My team scored four more points, and the other team scored twice more. Finally we scored again. They made an astonishing comback. When the had ended we won! All of us took a jug of water and drenched the coach! I had a fabulous time!

* * * * * *

"Thats it!" my dad shouted as he noticed our fifth VCR that month was stolen. It was pouring down rain as we walked in from the movies that night. A bolt of lightning struck in the sky. I jumped. "Don't worry Dad, Im working on it," I stated calmly. "Not again," my mom said worrily. We hung up our dripping yellow slickers. You see, ever since 1991 started we've been robbed a lot. We have a alarm and all, but those guys just find a way to get in. New York isn't a good place to live when it comes to being ripped of. Oh I forgot to introduce my self. My name is Ben and I live with my mom, my dad, Two Brothers,: Lane age 8 and Bill age 2 months and my little sister. Since were getting robled so much you expect me to come up with a solution? You guessed right. I've been working on it ever since January 3, 1991. Im really sure it's going to be a succsess. It's a robot that will send those robbers howling. It has an alarm whenever someone breaks in and has flashing light that can be seen all over the nieborhood, but heres the creative part. I put melted dog food with cheese to pop out in the chest, Batery operated water guns to pop out in the head and overdun spinash in the the eyes to pop out. The next morning I got up to work on (Ripper) (his name) when Lane came down with this stupid grin on his face. I questioned, "Lane you wouldn't have seen my screw driver would you?" No anenser. I hit him, hard. He hollered and my mom came down the stairs. "Ben don't hit your brother. "But mom he took my screw driver!" "Ok ok" he said "I threw it in the ditch because I wanted to be in the papers and I didn't want Ben to." "You Brat," I hissed I hit Ripper. At that time I didnt know it but his eyes flashed on. That night we went out to pizza. When we got back I was astonished. There stood ripper in the doorway with the robber screaming and running with dog food and chees covering him. Then Ripper took of after the robber who was squaking like a chicken as they dissapeared into New York City. We never had any more trouble with robberies again, and to this point I think they're still running.

* * * * * *

In the town they call me a mad scientist because of my past inventions. Little do they know, the helpless, unknowing citizens of Carn, what the "mad scientist," Lord Vion, has invented.

It was a dark, stormy night, (as it usually is in storys) when my hatred for the villagers was rekindled to all its wrath and rage. Revenge was in my mind, retaliation my goal, when I saw lightning strike a forest away off, a sudden burst of anger from the great zeus above, or perhaps, a message from the god a suggestion of avengance. I got up, fire in my mind, and strode off to my dark, cold, labratory.

It was that night when I began sketching, brainstorming, learning of the great power of my mind, driven ever on by thoughts of retortance, death to the town and its people.

It was 5 months later when I infused my great pike with a spark of energy and behold, there it was, my great bolt of lightning, "thank you, o prominent and glorious zeus, the almighty god," I murmered.

I shrugged aside the thought that my invention wouldn't work, back in the tower, and prepared to aim, "now Carn" I whispered," know that you have brought me ruin and destruction, and so will I to you, in that knowledge, despair, and...die. With that I felt a surge of energy go through my arm, the one that held the pike, pale fire lept through the

air and then burst upon Carn in anger.

Even from my tower, I could hear the shreiks of the townspeople and the village exploded in flame. I grinned, triumphently and wickedly, towering above these mortals, slaves of fate, "Zeus, o my all powerful god, you are indeed divine and magnifecent."

Back now on Carn did I look, the misery and destruction I had brought upon the town I once called home.

The next day I walked down to Carn. The village, the pathetic, pitiful, indeed sickening village. I laughed out loud, sinfully and viciously, Carn was now a grave, a crypt, a shrine of misery.

* * * * * *

WORD CHOICE-Middle

The Word Choice in these papers falls into the middle range of scores. In both papers, the words get the message across in a general way, but lack the precision and energy to bring the topic to life.

* * * * * *

Buses

Buses are helpful because some people need them to get to school and to go to work. You use buses to go to fun places the Mall and the Movies. Some people use buses to visit their relitives in other places like across town. You need buses because they can get places faster than cars. Buses are needed because some people dont want to walk Exspeshaly people who dont have cars. Plus you need buses to cary people who dont have cars so they can get to where they want to go.

Buses are bad because they let out exaust and that polutes the inviorment. Buses cost money to ride them to faraway places like the county. Buses are bad because they hurt the ozone layer and make us breath the bad air exaust and thats why buses are good and bad.

* * * * * *

My Best Teacher

My best teachers is called Mrs Mann. She lets you do anything in the world but she wouldn't let you eat in the classroom only on rainy days and she wouldn't let you stay in the classroom on break.

Mrs Mann has hair like the sun. She is so beautiful. When you look at her she looks like a flower that had just blomed. Everyday she would wear beautiful dresses and pants. She would wear makeup the same color as her dress or pants.

Although Mrs Mann is very nice she is strict to. When the class gets too noisy she has to ring the bell to quiet down the class. But if the class is stil to noisy she would have to tell people to go to another table. Every break you should have finshed all the things that was due that day but if you hadn't finished the things that were due that day you would have to stay in break.

Mrs Mann was my best teacher in the world. The best part about her is that she took the class to neat field trips. They were so fun. She gave us fun homework that wasn't that hard too.

* * * * * *

WORD CHOICE-Low

These papers are representative of those that were weak in the trait of Word Choice. The first writer works within a very limited range, relying on weak verbs (do, are, is, put, get). The second writer relies on nonspecific, general words which give a fuzzy picture.

* * * * * *

Explosofes

To mickrowaves to stoves they can all cill or heart some one if they do the rong thing's. For instens if a littel boy or girl do the rong the they can get hear t or maybe even die. If a boy or girl put medil in a micwave they can get serles heart. A stove you can get heart bi touching a hot stove. People don't notis it But millons and millons of grown ups or children are dieing evry day becaus of the weirdes or smallest thing's are hapning. Well wene I grow up I'm going to whach my children if ther by a stove or mickrwave.

* * * * * *

Being Rich

If I could change things into stuff I want that would be wonderful I wold have a lot of stuff.

I would have the Inpier statebilding I would be rich and I would sher with my best teacher Mis. Meldorm so she would be rich and I would have a manchin and a fcary teseosea and a lisens plate that ses cool and I would have a made and a butler and a swimmin pool and a hot tub. My one priveit jet.

* * * * * *

SENTENCE FLUENCY-High

The two following samples exhibit strengths in Sentence Fluency. In the first paper, a variety of sentence lengths and patterns add interest. They are easy on the ear as well. The second paper flows naturally from one sentence to the next--a pleasure to read and hear.

* * * * * *

Hi! My name is Marilyn and in just a few seconds your are going to hear the funniest memory (of me) that you have ever heard!!

It was in the morning at about 6:58 on December 23, 1990. My brother, my grandpa, and I were sitting in the kitchen of my old style home in Gresham, Oregon. You are probably wondering why we were just sitting there. Well I will tell you. It was snowing so hard outside that when you stepped out onto the front porch you felt like you were being bombed with soft, flakey, snowhite snowflakes! After awhile the snow died down so I decided to go sleding. It was immpossible!! I couldn't even get up the hill to go sleding because it was so icey! The road was so icey that you didn't even need a sled you could just go down on your stomach! The road was crystaly with snow and ice. It looked like a gleaming broken mirror. Finally I got up the icey hill but before I could put my sled on the street zoom I was going down the hill on my stomach! Ouch!! I tried sleding 5 or 8 times but every time I got my sled up the hill zoom! I was going down on my stomach. I kept trying and trying to sled but it was no use. Oh well I thought maybe the broken mirror ice would be melted more and I could go sleding.

To this day I still call ice broken mirror ice. And I think I gave sleding a knew meaning!

* * * * * *

Mrs. Putnam was a different sort of teacher. She wasn't a teacher that came along often. It was a good thing that I got her that year. It was the year I was moving from my old school (Grass Valley Christain) to Camino School. It was the only school in the little town of Camino, located about an hour from the Califonia state capital.

About a week before school started Mom took my sister and me to the big red building on top of a hill, to see what teachers we had and what room we were in. To my luck Mrs. Putnam was there and I got to meet her. She was a slim lady wearing jeans and a white sweater. She had black hair streaked with gray, but she didn't look like an old crabby lady. In fact she didn't look old at all. She looked like she was in her mid fortes. She was sitting down drinking what could have been tea of coffee and talking to another lady. When my mom, my sister, and I walked in were introduced and I met my second grade teacher. She told me a little about herself and I did the same. I told her I liked horses and as it turned out she did too. As a matter a fact she had gone riding that very morning.

After I was in Mrs. Putnams class awhile I began to see her personality. Yes, Mrs. Putnam was strict, but she kept perfect order (which made me happy). She didn't laugh much, but she was still pleasant. Mrs. Putnam wasn't the yelling type, she only yelled twice (and that was at a kid who needed it). She may not sound like a teacher you would want to have, but for some reson she was. I don't know why, maybe it was because I learned so much. I might never know why. Maybe from reading this paragraph you can figure it out. Good luck.

* * * * * *

SENTENCE FLUENCY-Middle

These two papers are a balance of strengths and weaknesses in Sentence Fluency. In paper one, the sentences are correct in form but are mechanical rather than fluid. The structure falls into a pattern and lacks force. The second writer also uses sentences that are functional rather than musical. At times, awkward construction plagues the more complex structures.

* * * * * *

The light alone cost hundreds of dollors. People also take advantage of having the light.

Those are only some of the reasons that the light is bad. The expense has gone up more than once because of the war. It also has blinded many people because of it's brightness.

The price of light is much more than candles. Plus paying for using the light you have to buy light bulbs.

People have difficulty undstanding what the lights real purpose is. They need to find out it's not a toy. Some parents let little kids play around with the light. With that people are trying to find out how to save maoney when there keeping there lights on night and day. People like that should be far from earth's suface.

Some people should learn to save energy.

If people want to save energy don't use the light as a toy.

Thank you.

* * * * * *

My teacher that was hard to forget was Ms. Freeman. She was a short teacher that had gray hair. She was my 1st grade teacher. The reason she is hard to forget is she was very stern! You might even think she was meen. She was only meen to boys though. She was an angel to girls and was always giving them candy and stickers and all the boys ever got was time on break in the class room. There were a few girls that were always the egsampls of how to

do things and boys were aluays the exsampls of what not to do. But even if a girl did something rong she said, "Well thats good enough." But if a boy did it she said, "Do it over, you exspect me to take this garbadge."

She died 2 years after of canser. This is why I rember Ms. Freeman.

* * * * * *

SENTENCE FLUENCY-Low

These two samples are weak in the trait of Sentence Fluency. The first paper is almost one long sentence, its clauses linked with "and's." The writer does not seem to sense where to begin and end a sentence. The second writer begins most sentences with "I had." Notice the short, choppy pattern that impairs fluidity.

* * * * * *

Ounce there was a man he invention magic mud. and I said I want to mack that and I ask Dr. Resor and he said 5 tespons of corenstarch 3 half cups of water then ster and Dr. Resor said it might be hard to ster. And then he said to put green food colering in it so I did and then I let it set for 15 minits and then I put my hand in it and it was still not dry so I let it sock for 15 more minites so I sat and told my sister gay and then my outher sister came out and I told her what I mand I mod magic mad at Dr. Rosore today and she said is it dry and I said not yet but I am going to jeck right now and I went over to were I had it and I put my hand in it and it was dry so I went to get my sisters and thay said can we have some and I said yes so I gave them some and wean you pick it up it fals off your hand and when I put it away in the pan it got all over me and I got mand tock it back to Dr. resore and I said you keep it and he said All right so I left and that was all I sow of the magic mud and I was glad.

* * * * * *

The Experense of Having a Broken Leg

On Saterday March 24 1990. I broke my leg. My Dad took me to the hospital. I had to go to the emergencey room. I had to get Xrays. I had to be in tracktion all night. The food at the hospital was terbble. I had to get a cast. I had to go to the bathroom on a bedpan. I had to have a tutor. I had to sleep in a hospital bed. I had to be in a weale chair. I had to be wated on. I had to us a sputon to brush my teeth.

* * * * * *

CONVENTIONS-High

The following papers are strong in the trait of Conventions. Errors are few and do not affect the readability of the pieces. The first paper exhibits an excellent grasp of a wide range of mechanics. The second paper is not perfect, but the errors are not frequent. Notice the sophisticated use of dialogue.

Delayed Trip to the Store

It was a warm August afternoon and two of my friends were at my house. We were all very bored, so we decided to ride down to the Camp Laramie Store.

As were were leaving my house, we passed our waterline ditch. We all looked at each other. We thought the same thing, "Let's jump our bikes off the dirt piled up on the sides of the ditch." Before we started to jump, I tested the sides of the ditch to see if it would hold up. After the test run we decided that it was safe. When we were jumping we decided to have competitions to see who culd jump the farthest.

It was soon my turn so I tried to get as much speed as I possibly could. As I neared the jump, the wind was wisping by, and I felt as if I was flying. **"I was flying!"** I knew that my friends were impressed. Then before I knew it I was looking at the sky and when I looked down I saw the horizon! I knew something was wrong when I heard one of my friends say, "He's a goner".... **Thud.... Crash.... @#*&#$!@.... Wheeze!**

I evenually opened my eyes, and I was looking straight up into the sky and I couldn't breathe. My bike which was on top of me, wasn't helping either. When I realized where I was, I began to feel a peircing pain in my back. I tried to get up and I couldn't, I thought I was paralized! As my dad neared me I, tried to tell him, "I am paralized," but I couldn't talk! He lifted me up to my feet, moved the bike and limped me back to our house across the street.

When we reached the house my mom was there waiting and she didn't look too happy, especially when she saw me. She layed me down on the couch and talked to me. The only thing she said that I listened to was, "You probobly won't be jumping for awhile." I remember that incident almost every day especially because my friends remind me of it.

* * * * * *

It was a nice day so me and my brother Josh decided to take our pop cans to the store. We where going to exchange them for money. Me and Josh got all our cans together. Then we got on the bikes we wanted to ride.

We started down the road. A quarter of the way there Josh speeded up. I yelled, "Josh wait up. I'm getting tired."

He kept on going. In a few seconds he started slowing down. I kept going fast so that I could catch up.

Then my bag full of cans got caught in the spokes of my tire. It stopped the bike all at once and I kept holding on The bike flipped over with me still on it. The bike seat fell right on top of my head. I kept yelling to my brother, "Get it off, get it off."

My brother ran up and pulled the bike off as fast as he could. Another biker near by came running up. He said to Josh, "Ride home quick and get your mom."

Josh got on his bike and rode off as fast as he could. Another biker with black hair came riding by. He said, "What happended?"

The first biker said, "She flipped over on her bike and hurt herself. Her brother is on his way home to get her mother."
Then the biker with black hair sat down. Whenever a car started coming up the road they would always say, "Is that your mom?"

I always said, "No."

Finally my mom drove up. The two bikers helped me pick up my cans. Then I said, "Thank-you."

"No problem," they said.

After that, on our way home my mom said, "I'm glad that you didn't go alone."

"I am too," I said.

* * * * * *

CONVENTIONS-Middle

In the following two papers errors are beginning to detract from readability. The first paper uses no paragraphing but shows a reasonable control over a limited range of conventions. The second one has problems with both terminal and internal punctuation. Spelling and paragraphing are generally correct, however.

* * * * * *

I would like to change the way people treat the earth. People these day's just don't care. People throw pop and beer cans in a lake or an ocean istead of recycling. Evreyone can take part in recycling. If you ever have anything you don't need, keep it, and in your spare time use it to make something. Kids can take part in recycling by going around the school or park and pick up recycable cans to take to the store. It is also a good way of making money. If there are little kids with you don't let them play with any sharp bottle's. Sometime Go around a park and pick up trash or bottles or paper. it will help your inviarment. Some paper is also recycable too. When you see trash or something recycable you should know what to do!!!

* * * * * *

Recycling has helped the world. Befor we had recycling we would just throw things away. But pretty soon the garbage filled up the dumps. But with recycling were able to use old things over agian. So our dumps aren't as full.

Another good thing about recycling is that you get money for doing it. And that makes people wan't to recycle.

And it also gives more people good jobs. Some jobs put polution on the earth. So the people that have this job are going something good for the earth.

But I think this is the most important thing of all. Recycling news paper. Recycling news paper helps save the trees. And when you recycle a newspaper you can say you helped make another.

I think recylcing was a good invention. Because it does so much for the earth. I think recycling was the best invention ever invented. It even cleans up other inventions.

* * * * * *

CONVENTIONS-Low

These three papers are weak in the trait of Convention. Numerous errors force the reader to pause and reread. All would require extensive editing in order to be ready for publication.

* * * * * *

The Airplane

The first airplane was biLt by the Wright Brothers. WiLBER and OrviL Wright and thay whErE thE first to fLy thE air PLanE. It was MadE of wood and canvass But now somE good things havE haPPNEd to thE contruction of PLanEs now thay can carry morE PEOPLE than BEforE and thay can travEL a Lot furthER. and now thay can taKE PEOPLE around thE worLd But thEr arE somE Bad things aBout thE airPLane. thay can drop BomBs on PEOPLE and shoot thEm wrEAK and KiLL DOZENS of PEOPLE or Just BLow uP! thay kan run into Each othEr on thE run way or into othEr Larg oBJEts or thay can run out of gas and go down!

* * * * * *

* * * * * *

Miss. Brown is a nice teacher

I Like her alot she helps me a lot She has short hair She has black sweater and a brown scrt She has brown eyes She has brown shoes She has hair She has curli hair. She helps me wen I am doing Math. She helps me wen I am doing someting rong and wen I get mad at some bote and wen I am doing spelling and inglish.

* * * * * *

One day me and my partner Alan. Were doing some seares thinking on our new invention. The jieromover it could move any thing no mater how big or how small. We were all most finshet weth it we just had to connect Red R to the blue b. I will say it in plain english for you. We had to connect the red wier to the blue wier. When we turened it on it was flashing all over. I pressed the butened to picked up it was pointed at Alan it picked him up. It worked I started jumping up and down. Not remermbering about Alex. My armes went up and down, Alan went up and down, and hit his head on the sealing a cupel of times he said "help, stop". I turned it off, he fel on his tush and screamed watch it. We lock it up in a chist and went home for the night. The Next Morning we went to the shop and got our invention and went to school. When we were walking to school the school buly wanted our lunch mony we said no we turend on our invention on and left him up a tree. We were sher we would win the frist place for this invention. We won fris place.

* * * * * *

5th GRADE STUDENT PAPERS - MODES

NARRATIVE-High

These two papers scored high in the Narrative mode. The first one has a definite conflict and resolution, events which foreshadow each other, a well-developed plot and purposeful sequencing. Although a bit leaner on details, the second sample is also a tale that can be retold with events that matter.

* * * * * *

Yellow Mama

When I was one year old we moved to a ranch about seven miles from the highway. After we arrived and were fairly well settled we found out there were some cats living on the ranch too. Yellow Mama was one of them. She was a yellow cat with a white bib.

Yellow Mama was a gentle cat, in the years that followed she had at least five batches of kittens. She cared for them all, they usauly looked like her, but not always. Some times she had six kittens in the batch!

When I was seven years old Yellow Mama was still with us. During the summer Kent, my brother who was nine, and I decided we wanted to climb a big rock on the hillside near our house. We were almost to the rock when I saw poor Yellow Mama lying near a brush, dead. I told Kent to come see what had happened.

We were both very sad, we had loved her very much. We decided not to climb the rock, I was crying. When we were running back to the house mom heard me crying and came to see if I was hurt. We told her what had happened and then went into the house.

When dad came home we told him. The next day he buried Yellow Mama. Dad said it looked like a snake or something had bitten her neck.

I will never forget Yellow Mama. I am eleven years old and still think about how nice and kind she was, she had been a good cat.

* * * * * *

Nightmare on City View St.

My name is Ned and up till fourth grade I have always been afraid that there might be something on my nose (if you know what I mean.) Remember the third grade days? Well I know I do. O.K, now I'll take you back to third grade when my class always morning and at the end of school, formed a circle on the rug, joined hands and said the Martin Luther King Jr. pledge, then we would talk about things (like homework.)

Now that I've already told you about my fear this is what happend. We were sitting in a circle and I don't like to pick my nose so I rubbed it and sure enough guess what was there. I was just going over to get a paper towel and wash my hands when my teacher said to say the Martin L.K.J pledge. I was sitting next to Krissy the most popular girl. Even though I was the third most popular it still made me feel uneasy. As we joined hands I thought I could hide the finger and when the pledge was done go do the stuff. As we were saying the pledge a thought came into my mind "What if it get on her hand." So I tried to get my finger away from Krissys hand but now it was in the open. what should I do now! oh no! She saw it but then she looked at me and grinned. I didn't know what to think. But I thought I should put back the finger underneath her hand. Whew! I was save. Finally the pledge ended and as I go up I noticed it was gone! Talk about nightmare on elm street exept this was night mare on city view st. I looked at Krissy, she looked at her hand and then rubbed it on the carpet. I knew what that meant and I think you do to!

Well, now that the story is over did you enjoy yourself! Well, I know I didnt! And I think the reason I remember it so well is that it was the most humiliating, embarrassing moment of my entire Life!

* * * * * *

NARRATIVE-Middle

Both of the following papers fall into the middle range for Narrative mode. The samples are stories with logical, but familiar plot lines. The details lack the specifics that add richness. The stories are clear, however, you find yourself appreciating the places where the ideas begin to really click.

* * * * * *

My trip to the River

This story happend a few years ago, when I was smaller.

It was a cold day, so my mom bundled up my brother and I. That was usual.

My family (including me), and some of my mom's friends went on a trip to the river. I can't remember what my mom's friend's name's were.

Malcolm, my brother, was bored, so, he decided to pick on me. You know how brothers are.

We rode in a boat. It was my first time riding in a boat. I didn't get to ride in boat's that often. Malcolm was teasing me about the boat tipping. Then, my mom dropped the paddle. She got it back though.

We ate, and then headed on up the trail that led to the truck.

Malcolm reached out for my hat and missed. It fell in the river. He reached out to pick it up as it started to drift away. He reached a little further. Malcolm got a hold of it.

Splash! He fell in. My brother started to panic.

Help Im drowning! he said. Everyone just stood there.

One of my mom's friends told him to stand up if he wanted to live. So he did. He found out the water was only up to his knees. I lauged. He didn't think it was funny!

* * * * * *

I had just walked into room 18 when a mob of girls flooded me one of them Lizzie my girlfriend asked me if I could go to a surprise party for a girl named Melissa. I asked if she was going to be there she said yes, in the back of my head, I swear I could hear a church chiore singing. What should I get Melissa ah ha a teddy bear.

The night of the party came, I put on nice pants and my fovorite shirt. When I got there it was very boring. Once a hour had past I asked Lizzie if she would dance with me she said yes. M.C Hammers "Have you seen her" was playing for the rest of the night we danced together cherishing every moment.

* * * * * *

NARRATIVE-Low

These papers are low in the Narrative mode. The first one is a "bed-to-bed" list of events and the writer hasn't decided which of the ideas to use to write a story. The second one is a beginning that needs to be developed into a complete story. The third piece has lots of ideas but the writer doesn't use any of them to develop into a story.

* * * * * *

I went to to disney land with my brother, grandparerents, and cousins. We checked into our hotel and the next day went on all the rides. They had a light parade we watched it all night. The next morning we went to notsberry farm. We went swimming in a huge pool. We went home the very next day. My mom, dad, brother, and I are going to fly to disneyland this summer and stay with some friends. We hope to go on splash moutain and to sea world. My favorite ride was star tours you sit down and buckle you seat belt and watch a movie screen wile the room spins. It will be hard to forget because we had so much fun.

* * * * * *

I got rob when I was 10.

And I was at the babysitter.

So there was lose of damed to the house. but we do not no how it happened. I tryed to help but I had to go to bad so the cops came to the house to see if eniything happened, so we had to by a new redow.

* * * * * *

At a young age I guess I was pretty weird. Like the time I poured oatmeal on my head. I also used to stick on dirt. By the time I was finnished, and in the house, my face was covered with mud.

Late in life I used to wear my mom's high heels and her bra and walk around ordering everyone around.

When I was 3 or 4 I used to put my grandma's cat Smokey in the back of my doll stroller and take him for a walk.

That comming Christmas our family had a big Christmas party. (Of course later my mom told me to never to touch her make-up.) My counsin LouAnn and I decided to play dress-up, when we were done, I was thinking she needs more. I got out my marker bag and drew make-up on her face. (They were permanent!) Boy, I sure won't forget that Christmas.

* * * * * *

DESCRIPTIVE-High

These papers rate high in the descriptive mode. Both papers notice everything; they focus on what matters most, not just physical descriptions. They are rich in details which capture the essence of the person being described.

* * * * * *

Mrs. Cane was a teacher of mine, and I'll never forget her. She was my first grade teacher. Mrs. Cane was short and rather plump. She had brown hair and green eyes. This teacher was always nice and welcoming and had a bright smile on her face. Everywhere you look, she's there to help you or she's helping someone else. It's like she wasn't a teacher, a helper. Mrs. Cane is a teacher though--a nice one.

About everyone in my class liked Mrs. Cane. When someone had a problem, she would talk to them about it and work things out. Other kids in class would show off by going around school saying that they have Mrs. Cane. Some kids would just say that they have a better teacher. A few kids don't like school, but Mrs. Cane would make me, along with other kids, feel right at home.

I liked Mrs. Cane so much, that one day I went up to her and said in person that she was probably going to be my favorite teacher. I was right.

Whenever I think of her, a smile turns up on my face. I can't remember one single time that I didn't like her. I hope I never do. Mrs. Cane is my kind of teacher.

* * * * * *

Mr. A is very nice. Mr. A is a Mexcican. He has black hair some white hair to. He weres Mexcican clothes.

Mr. A is hard to forget. Because he is so nice. I hope he never forget's Me. He is forgetful because every friday if we finised our work we would get a popcicle. And we would go outside for resses. It was fun being in his class now my sister want's to be in his class and I liked him because he wasn't mean.

Mr. A talks spanish and English. I was glad he knew spanish because their were kids in my class that did not speak English because they came from Mexcico. And Mr. A would explain to the class in English and then to them in Spanish. Mr. A the best teacher in the whole school. I am glad he teached me.

Mr. A was nice also because when you felt sick he would make you feel good. And give you a big hug that would make you happy I think you woulden't forget him if you were in his class.

* * * * * *

DESCRIPTIVE-Middle

The following samples were scored in the middle range for the Descriptive mode. Although the first paper gives examples of why this teacher is special, it does so in a very general way. The first paper lacks specific language and is very general. The second one is a light sketch; the author notices the obvious and only hints at critical detail.

* * * * * *

My Special Teacher

I am going to tell you about a special teacher I once had. He was my gym teacher. His name was Mr. D.

Mr. D was nice, funny and, fun to work with. Every P.E. day we would always do things creative. He would have neat things to do for everybody. Mr. D would turn two to four sports into one game.

Every Christmas we gave him a present my mom had made for him. Everybody at my school and in my school liked him.

Mr. D was a very special teacher to me. Unfortinetly we had to move and I wouldn't be able to see him again. I wish I had a teacher like that every year.

* * * * * *

The worst Teacher in the world

There is a time everyones life that they go to first grade. In Kindergarten we have fun, so we expect first grad to be fun, most of the time it is, But first grade isn't what we think, expectionly when you have a unfair teacher. That's what happend to me.

She hated us, it seemed like. She wouldn't let us have a party only one her birthday. At recess we couldn't even walk on the grass, to get a ball. We got in trouble for coming in one minute late. She held me back and don't ask me why. So I got stuck with her for a nother year. It is hard to forget someone who you have had for two years in a row. The second year was beter. It wasn't all the same like I thought it would be, it was diffient. we got to have more partys, we did more fun things, and the rules changed too. We could walk on the grass, only to get a ball. This time I wasn't held back. Then she moved up to second grade, Then I moved and said "That's the last of that teacher.

* * * * * *

DESCRIPTIVE-Low

These three papers illustrate low scores in the Descriptive mode. The first paper never quite comes together into a clear picture. In the second and third papers the writers talk "about" the teachers, but don't give us clear descriptive pictures.

* * * * * *

A teacher I will never forget

My teacher that I will never forget has curly Brown hair. She had Blue Green eyes and is really nice. When She teaches, She makes up a ryphen Sometimes. Some of them are weird and some are funny. She is meidiem hight. I had her for second grade. She is my sister's teacher this year. She had my older sisters for second grade. They are now fifteen and fourteen. She wears dresses and Pants, But most of the time she wears Pants She has Been a really nice teacher.

* * * * * *

Miss S is a nice teacher thats why I will never forget her. She will always as in my membery. One of these days I will try to forget her but I won't be able to. I will forget about Mr D and Miss A but I won't forget about Mrs. S.

* * * * * *

Everyonce in a while I think about Mrs. B. I got in troble a lot, but she was nice back! She had everything a kid wanted. Boy, just thinking about her makes me feel like wanting her for a teacher again. She was the nicest teacher ever.

* * * * * *

IMAGINATIVE-High

Papers that scored high in the Imaginative mode take the reader on a journey of discovery. The first sample is lively, spirited, insightful and artfully crafted. The second paper takes what could be a run-of-the-mill Nintendo subject and turns it into an inventive, but logical, piece. The third writer suspends disbelief and carries the reader with him or her to an insightful ending.

* * * * * *

The Suit

One day as I swam in the warmups of a big swim meet, I thought, "How slow I looked compared to those big high schoolers over there, I wish that there was an invention that could make you go faster, but, well maybe I could make one!"

When I got home after the swim meet, I decided try and invent it. I could build a swim suit that had layers of suits so that when you got to the meet, the suit would only have one layer and you'd be lighter and faster than before! I instantly ran to my mother's sewing machine, and I started sewing a suit, not just any suit, but a super suit! I thought that I could even enter it in the invention convention coming up at school.

I worked feverishly through the night, pausing very seldom to check on the progressing suit. It's bottom layer was a meet suit, dark twilight black, and light as the feather of a newborn swallow. The next was a tapering suit light as a hummingbirds nest, and blue with forestgreen stripes. The last two suits were made of nylon, sure and strong, although a little clunky. They'd serve as dragsuits.

I finally stopped working and stepped back to survey my masterpiece. I stoped gaping in awe at the finished worked. I had invented the perfect swim suit. I could only go to asleep and dream about tomorrow's invention convention.

When I showed up at school carrying a swim suit, everyone laughed at me. I could hardly wait until the convention, and then I'd show them. I grew antsy trying to wait. Then suddenly it was time! I raised my hand nervously, and... "Carey, would you like to go first," squawked the teacher. A murmur went through the class like a sneaky detective. I stood up silently and walked to the front of the class. I began nervously, but then I gathered my courage, and started to really enjoy my self.

After I finished telling about the suit, everyone was silent. Then from the back of the room someone started clapping! Everyone the started in clapping. Kids were even shouting and standing up, saying, "Yeh Carey!" They were giving me a standing ovation! I couldn't believe it. I decided from then on that, I didn't care if I was famous for my suit. Just as long as my classmates respected me!

* * * * * *

I'll never forget that memorable day on January 31, 9999. It was the last day of the year, decide, century and millenium. It was also the day I completed the Fastrozetzal, a vidio game system so powerful it literally sucks your brain into the body of the hero. Little did I know I had created a monster.

I took the system upstairs, hooked it up and turned it on. My heart was pounding in anticipation. Then, I saw the title screen of the game I had made. I strapped the controller on my head and pressed start. Suddenly a bright flash shot out of the screen and everything went black.

When I woke up I found myself in the body of Hercules, the hero. I picked up my club and went off through the digitized forest to find my way out.

When I had gone about three inches swarms of bacs and Hade's dog attached me. I didn't know what to do so out of plain self defense I lashed out with my club. When I discovered it was working against them I started hitting with rennewed confidence. After about a half hour I had defeated all of them, so I continued on my way.

It must have been days of walking running and fighting when I finally saw a vortex. Then I knew that I had found the exit.

I crept slowly up to it. Suddenly out of the shadows what I had been afraid of meeting this Whole odyssey. From the woods out jumped, Medusa!

We fought for hours on end. When after what seemed like weeks I emerged vickorios.

I quickly jumped through the vortex and found myself at home. I immediatly decided the Fastrozetzal was to dangerous so I smashed it.

I looked at the clock. It said 10:30. I had only been gone 20 minutes.

* * * * * *

The Invisible Paint

Once, in a small town there was a small boy, named David. He always wanted to be invisible. One day while David was fishing he thought of something. He said to himself "If I mix dirt, lead, melted tar, candle wax, shredded chalk, and cut up orange peel it will make a paint to make people invisible."

See, he knew this because he was very, very smart. Well anyway, the very next day after he got out of school, he ran home and gathered all the things he needed to make the invisible paint. He mixed a lot of it in a blender and put it in a big bucket.

He ran in the house and got some paint brushes. Then he went outside and started painting the doghouse. After he painted for a little bit he noticed that nothing was happing so he went and put more of everything in the bucket and mixed it.

When he was done he painted the doghouse again. Little by little the doghouse became invisible He was so happy he started jumping up and down.

Suddenly he heard a thump. he looked down and didn't see his leg "Oh no" he cried out! I made my leg invisible. He waited for at least an hour and finllay his leg came back.

He took the bucket of invisible paint and put a cover on it. He put it in the garage and never ever used it again.

* * * * * *

IMAGINATIVE-Middle

These three papers are a blend of strong and weak in the Imaginative mode. The first one shows a beginning in making connections between the obvious and the whimsical. The second one lures the reader into the imaginative world and then lets him/her down by eliminating the details that would add freshness and insight. The third sample starts out strong and then ends up mired in the obvious. The writer is not always in control of his/her topic.

* * * * * *

The Homework student

One day I forgot to do my homework. The teacher gave me a homework notice.

As I was walking home from school I thought to my self why is ther homework anyway. I mean why cant you just do it at school. It just takes your recreation time.

Then I saw a magazine in a ditch. I picked it up and it said how to construct an automatic Homework student (that does your homework for you).

After I went home I went to the junk yard to get my parts.

I worked all day and all night on my machine. Finally it was complete.

Thats how I solved my homework problem and I never had a late assignment again.

* * * * * *

Hi my name is Doc. Goggle Bird and I am inventing a microphone that makes you hear what animals say. The best part is you can speek to them too if they have some special hearing aids in their ears.

For one year now I have been working on my invention. A week after my 1 year selabration it sis done and I try it on a little bunny-wunny... And it works!!! After I had tested it a thousand times I found out it is perfectly safe so I gave it to a Fred Myer store near you! On my way home my invention was gone. Some body had stole it. I know ho it was because my secutary saw ho it was. She told me that it was Mr. R. Alligator. So that night I went to his hous and I had brought my Ray Imatic Gun. When I was in his house I had froze him and called the police. When I got back to my office I put my two inventions away and found out my Brief Helocopter was gone. If you want to know how it tearns out, and read my next chapter called "Doc. Goggle Bird Goes to the Slamea."

* * * * * *

"Glasses"

If glasses could not only help you see, but what else could they do.

With glasses you can see better right? But what if you could also see through walls. That way if you wanted to be mean to your brother or sister you could. If your brother or sister had a friend over and wanted to go some where private, and you wanted to see what they were doing you could use the glasses to see through the walls and see what they were doing.

Now what if you could see into the future and even into the past. Wouldn't it be more fun to have glasses? When you look into the future you could see what house you live in, also where you like; and how many children you have. Now when you look into the past, you can look and see what your great-great grandma or grandpa looked like.

* * * * * *

IMAGINATIVE-Low

These papers are examples of those scoring low in the Imaginative mode. They all have ideas that have not begun to stretch far enough into the creative and original arena. The author has not begun to stretch his or her imagination.

* * * * * *

The Reliver

My invention is the reliver. The reliver is desighed to bring dead back alive.

The reliver is a potion that you put in a dead persons mouth. Then in two or three days, the person will live again.

The reason or purpose I made the reliver is so that families could be with loved ones for ten years.

* * * * * *

Inventions

I made an ivisable clone that would make me invisable. The first thing I would do is to have some fun with it. I would go around scareing people.

Then I would go to an animal kenel and open all the cages. Being invisable would be fun and lonely. Everyone wouldn't see you and would egnore me.

My mom and dad would be worried about me because there my parents. I would go sneak in the house and spy on my mom and dad. And play jokes on them.

The last thing I would do is detroy it. If someone else got it it would be terable. But it was fun while it lasted.

* * * * * *

If I could make an invention, I would make a coat that would make you fly. I would fly to every cubs game, I was avalabal for. It would be so valubul. I would spend tuns of money on protecting the coat I would mak lots of flying coats, so I would be rich.

The coat would come in meny colers like: white, gold, black, red and blue. All of them would have white buttins, but the white had black buttins. They all would have black string to tie the boutim together.

The coat would run on a battery pack, that you could only buy in South America, but it would run for 13 years strate.

I would be the first man to fly without a plane or helicopter.

I could sell it to many people such as dore to dore salsmen, kids to they could fly to school or a travil companeys. Peaple could even take them on huneymorns. Kids could take them shopping, parints could take them to work and teanagers could take them on dats. They would even be rented every where.

I would be rich.

* * * * * *

EXPOSITORY-High

These samples represent high Expository mode scores. The first one uses a narrative anecdote to inform and entertain the reader. It is an insider's perspective on what is important. Papers two and three incorporate many details which lead the reader to understanding. Paper four also uses the Narrative mode to make a point, but the purpose is still to inform (and perhaps Persuade a bit as well!). The writer skillfully weaves together the two modes and comes full circle (back to the Expository mode) by the end. The sense of logic is strong and the personal connection makes it all work.

* * * * * *

The Discovery of Electricity - Helpful & Harmful

Benjermen Franklin was the first man to use electricity. Mr. Frankin thought that if a kite with a key worked that so would a lightning rod. He attached a metal rod on his roof. On the rod was a copper wire which ran down to his press. He make a small circut board and put it on the press. Thus the electric news paper press was invented.

Thomas Edison was next in line. He invented the light bulb. He put a very flimsy wire on two study wires. With a compressor he covered it with glass. wearing lather gloves he put two copper wires on a battery. Next he touched the wires on the light bulb which lit up. Little did Edison know that by the end of the year nearly 70% of America would be using his invention.

Today electricity is most essential. Without electricity people would wash by hand, cook over a fire, see with a candel. We wouldn't even be able to watch T.V. Electricity can also be harmful for instance the ray gun or the electric chair. Electricity affects people financially too. Sometimes the electric bill can go sky high. Or the phone bill can be very high.

We can benefit without electricity also. If electricity hadn't been invented than there wouldn't be a hole in the O-Zone layer. There are many reasons but electricity is still needed.

* * * * * *

Clocks

A very important invention that almost all people use is called a clock. There are alot of different kinds of clocks. These are a few that are the most common, wall clock, alarm clock, radio clock, wrist watch, coo-coo clock, and grandfather clock.

Heres a story that explains why clocks are important. One early morning as I was lying in bed I heard the loud beeping of my alarm clock go off. I sat up and looked at the time. I saw that it was 6:45 a.m. It was time to get up and get ready for another long day at school. So I got up, streched, made my bed quickly and went into my closet to get some clothes. I picked out a pair of pants, a shirt, and some shoes and put them on. Then I slowly walked down the stairs and into the kitchen. My stomach growled now and then telling me it needed some food. So I got a bowl and poured some cereal into it. I took about 10 minutes to eat all of my breakfast, so after I was done I brushed my teeth, got my coat, and went out in front of my house to wait for the bus. I pushed my sleave up to look at my watch. The hand read 7:45. The bus will be here in 5 minutes. Good. I won't be late for school.

When the bus came, I got on, sat down, and the bus drove away.

When I got to school I went into my classroom and sat down at my desk. I had six long hours ahead of me before school was out.

First we did spelling, (which took awile.) Then we did math and reading. At 2:00 the bell rang and I left school to go home.

When I got home i put my stuff down and went in to get a snack. The grandfather clock struck 3:00. I thought to myself, boy, I'm sure glad we have clocks or I would have been late for school and late getting out of school. Or I wouldn't know that it's 3:00 o'clock right now.

* * * * * *

The Atomic Bomb

The atomic bomb is probably the most distructive bomb ever made. It was invented by Albert Einstein. In 1904 or 1905 he developed the formula $E=mc_2$, but little did he know that he had developed one part to the atomic bomb.

Sometime in the 1940's a team of scientists called him and asked him to come over. When he got there he and the scientists worked on the a-bomb blue prints. When the a-bomb was finished they all got congratulated.

The first a-bomb was tested in the New Mexican desert and later would be tested again in Austrailia. People were astonished when they saw how distructive it was.

On August 6, 1945 the first a-bomb was set off in a Japanese city called Hiroshima. After the explosion our army went and took a look at the damage. On August 9, 1945 another a-bomb was set off at the Japanese city Nagasaki.

The a-bomb has been banned for many years now. The United Nations has kept the peace in certain nations, and has and still is trying to prevent a Nuclear war. The United States has said that it won't use Nuclear weapons unless its necessary, but lots of people are afraid of a Nuclear war.

* * * * * *

A Sour Invention

It was a warm sunny summer day as I sat at a table at McDonalds waiting for my cheeseburger. It showed up in the usual styrofoam package and plastic coated wrapper. I opened the box and pulled out the burger. I was about to take a large bite out of it, but right then I realized that something was wrong with this picture.

As I set the burger back in the box, my mind flashed back on a day when I was in the 4th grade and the 6th graders in my classroom were giving a speech on "Global Warming." The scene I had flashed to was when one of the 6th graders was saying styrofoam lets off CFC's. I shook and came back to reality. I sat there and thought about that flashback that I had. I sat there and pondered for another minute. The it dawned on me that it was the styrofoam box that was wrong with the picture.

I picked up the box to examine it; as I did so, the lid flapped back and fell off. Oh, no I thought, that did it. In another decade (because that's how long it takes for the CFC's I had let off to get to the top of the ozone layer) there would be a hole over the very table I was sitting at all because of the CFC's (cloral floral carbons) I had let off. That meant there would also be one more spot in the earth's ozone where the sun's harmful UV rays (ultra violet rays) can get through to reach us.

Man created styrofoam to make life easy on himself. He also created a thing that destroys the protective ozone layer and will harm us in the long run. Styrofoam is an example of a wonderful invention that has turned sour.

* * * * * *

EXPOSITORY-Middle

These papers, which are examples of the mid-range in the Expository mode, have details, but only hit the high points. They are clean, simple and functionally informative. The third paper is a bit unfocused as well and requires the reader to make a leap to connect all of the ideas.

* * * * * *

Robots

Robots are helpful to people. They are used in many places. One place is at a car manufacturing plant. They help build cars. Robots do jobs that are too boring, difficult, or dangerous for people. One job that is hard is welding car body parts. Robots are also used for drilling, painting car body parts, producing plastic containers, and wrapping ice cream bars. Some industrial robots can even assemble electric circuits and watches! They are very useful in the world today.

* * * * * *

Elecircity is really importnand to us. It help us find things when we need something. Ben Fralkin was the one to invent elecIricity. ElecIricity helps when you need to write somthing. It helps us when we play games and it helps us see things. When you want to read it helps me see. When I want to see somthing elecIricity helps me.

Computers

A lot of computers are selling in stores today. Many people have one. They are very popular in schools, homes and office's and many other places. They help you with your keyboarding pratice. Some disks let you have fun. They can do neat and amazing things. They can also help you learn.

Computers are nice to have around the house for a lot of stuff. One very good thing adout it is that it will not harm the earth. They are infact very helpfull to our earth. Many peoples lives have been saved by little divices around their necks. Litt computerized divices. Some little robots help retarted deth or blind people. Some robots can be just to play with. Talking rodots moving robots. Some rodots can even get you things.

When you go to fairs you can see robots on display. Robots can do jus about. I think they will do more in the future. People are getting fired from their jods because rodots can do the job better. But I still think computers are fun.

* * * * * *

EXPOSITORY-Low

The papers hit the obvious high points but miss opportunities to develop them to add meaning to the piece. The writers of these papers did not share enough information to satisfactorily inform the reader about the topic.

* * * * * *

The bycicle is helpful in various ways. For istants it is helpful fo transportation to the store or the zoo. It also get you places far away.

On a bike you could ride any ware. For instants you could ride to Halsey or Sweet home. I am really glad that they made the bike because it is fun to ride.

* * * * * *

My topic Is on on Inventions and Is an air plane. The plane was Invented around 1930-1940 and fought wold wor II fought a derty wor.

Now days the planes are biger like the bowing jumbo jet and thay are biger and better.

* * * * * *

if heaters were not invented almost every body would die. Because it would get cold. Back then they did not have many heaters to keep warm. in the winter if people get cold for a period of time. they would Die. adventully so they had to have Blankets or coats to keep warm. its getting better theese days.

* * * * * *

PERSUASIVE-High

These samples scored high in the Persuasive mode. The first one, in contrast to other papers about the same topic, is thoughtful, controlled and builds the case against pollution in a very credible way. Notice the skillful use of facts and details to bring home the point. In the second paper, no matter if you agree or disagree with this student's viewpoint, the writer presents the case clearly with good support. This writer is in control of the key elements of strong persuasive writing. The

third paper strikes a humorous note, but you get the feeling the writer really means it, too! Note the effective use of very specific examples that help the reader understand (and sympathize with) the writer's viewpoint.

* * * * * *

Pollution literally stinks. It smells up the environment. Liquids such as oil and pesticides can seep through the ground and contaminate our water supplies. Plastics, glass, and other nonbiodegradable materials never return to the earth. Plastics may stay on the earth 600 years or more. Carbon Monoxide, factory waste, automobile exhaust, and various other materials may pollute the earth so badly over the course of the next 150 years or so that our great, great, great, great grandchildren will suffer. That may seem like a long time, but that time will come, and the people of 2140 will have us, their own relatives, to blame.

These families of the future may have to wear gas masks outside. Maybe cars will be prohibited because the air outside is too filled with exhaust and chemicals already. Rivers and streams may be so garbage-filled that it is impossible to go camping and drink directly out of them.

The families of today should try to make these possibilitys of the future not become realities. We should try to RECYCLE at all times.

I don't think it's fair to pollute the earth of today not only for us, but also for the people of the future.

That is what I would change.

* * * * * *

The change I would like to make is to change Oregons future in schools. Oregon's schools need to change in many ways. To try to get the parents involved with the projects going on with there child. To find better ways to disapline there children who are acting up and doing wrong things at school. We should try to put our money to better use for our schools.

Parents should try to get involved with what there children are doing or what the school is doing. Here are some examples of what a parent could do, Some schools have fund raisers to get new and need things for the schools, Parents should try to go to some of the programs. And tell there children they are doing well in school.

At school there are some good and some aful kids. Here in Oregon we have a law that you may not tuch a child or say anthing to the children that are doing something wrong. In most of the east coast states they don't have that law. In Oregon we should at least talk to a kid harshly to get the kid out of the room or to do something else. Hear at my school a child kick me because I went and told on him. He got sent to the ofice, but he only stade there for 15 minites. We should try to work out a program that would at least tell the kid that what he did was wrong. Oregon is a very rich state with a good econney and systen of keeping everything running well and going stedy. Thene why our are schools so poor and run aful. Hear in Oregon we schould come up with better ways to run our schools. I't not like we don't have encight, we have a lot of money. We should spend our money on books, paper, P.E aqutment. These are some way we could use our money better.

This is some way we could try to inprove our school system in Oregon. From now on we schould try to overcome our problem here in Oregon.

* * * * * *

If there happened to be one thing in this land to change, I would probably change the confusing, weird rules and properties of algebra. I have many arguments in favor of this movement

Sit back and take a look back at yourself in junior high school, slruggling to grasp just **WHAT** the commutative property actually is! and what the whole point of having it was. Personally, I wish I did know what the basic principles of the commutative property are. There are hundreds of other queer and mystifing rules that apply to algebra and appear to make no sense what-so-ever. For instance: if a negative number plus a negative number makes a positive number- what do two negative numbers plus a positive number make?

I believe that a group of scientists should get together and come up with and unveil a much simpler number system. This mathematics plan would have nothing like 2a+7a=36 -- what is "a"? Keep mathematacs simple!!

If I were in charge of inventing a new number system, I would eliminate negative integers, take out material like finding what x, y, z and b are in an equation eight inches long. Who ever heard of ordering -7x yards of plywood, or -3 two-by-fours?

My conclusion is abolish all properties that only three percent of the populace are able to understand. Algebra? it's for the birds!! I wish I could wring the neck of that despicable individual who invented it. Say "see-ya!" to algebra and the World will be free of crying students because they didn't know what the heck they were learning.

* * * * * *

PERSUASIVE-Middle

The following papers are examples of the middle range Persuasive mode. The strength of the first paper lies in its forceful tone. The writer addresses the reader head-on, using persuasive voice to get the message across. More specifics to show an in depth understanding of issues--something beyond the obvious--could make this a very persuasive paper. The second paper relies heavily on the reader's good will to make its point. Examples seem incomplete and leave the reader dangling. Early on, the writer seems angrier than examples warrant; but notice the puzzling shift in tone in the last paragraph. This is a piece with unrealized potential. The third paper is at the high end of the mid-range. The writer's position is clear, but the examples used for support are very general. The tone is persuasive, but relies a little too much on emotional appeal. More solid evidence would make this piece strong.

* * * * * *

If I could change one thing in this world it would be to stop the littering. Just think how beutiful and wonderful this world would be without litter. So all you people out there who litter well stop because your making the world turn into a garbage dump. If you keep littering pretty soon when you look down you won't be able to see the grass or the sreet because all the litter will be covering it.

It's not hard to walk over to a trash can and throw your garbage away. If people in America stoped littering probably more people would want to live here because it would be so clean. If you don't litter you can make a big change in this world.

* * * * * *

Parents Rule

If I could change one thing then I would probably change how parents practically rule kids lives. When we go shopping with them they only buy things "on sale."

When kids do their chores they clean almost the whole house and they only pay you enough for the price of vacuming. That bug's me.

Oh! And when we're busy they tell us to do something for them when they're up and going. I would probably change that situation because everyone would notice the "Big Change" that "Sherie" made.

Even if I don't make that change it won't matter because I love my parents any way they are

* * * * * *

Saving our earth and oceans is very important to our future, and a better earth. Polluting our oceans and lakes is abusing Gods creations. When you litter in our oceans and lakes you kill many innocent plants and animals, some in which are useful.

If you were a fish in the ocean helpless and harmlessly swimming around not hurting anyone. And suddenly you swim to a part where there is garbage, and harmful gasses every where. You would end up breathing in the harmful gasses, or possibly eating a piece of food that would poison you. The harmful gasses would get into your lungs and destroy them. And the food would poison you so bad you would die. Th s happens to many animals and plants everyday, each time you litter in oceans and lakes. So please don't litter and save millions of living plants and animals. Because every piece of garbage you through away in oceans, streams or lakes, is like throughing away one plant or animals life. They don't bother you so don't bother them.

* * * * * *

PERSUASIVE-Low

These papers are representative of those which scored low in the Persuasive mode. The first paper is unclear as to its purpose; there are unsupported statements and minimal logic. The second sample uses confusing evidence to support its position, which is a bit fuzzy. The third paper is an attempt at Persuasive mode, but lacks focus and specificity. It jumps from peace to slavery to love to pollution, never providing specific examples, anecdotes or other evidence to back the need for any of these sweeping changes. The writer has taken on way too much and so cannot get beyond cliches and platitudes.

* * * * * *

If I could change one thing it would be.

If I could change one thing it would be. to let kids have their own credit cards, when they were at least eleven or twelve. They could have Jobs to. The kids could take care of the parents when they went on vacations. You could be almost any thing, even if you were a Football player you could still get payed. You could even be lawer.

You could probably be a doctor. You could have your own house if you wanted. But you could only work on weekends. Or on summer vacations. But you would still have to get finished with school.

* * * * * *

If I could just change one thing I would change it by having an hour of break. Because everytime I go out to play kids want to play tag with my freinds and I. But I tell them that it will get to crowded. But they tell the teacher that we dont let them play and the teacher tells us to let them. We say "O.K.". But we dont play and kids ask "Are you going to play" and we say "No"

I tolled the teacher that every time we play tag that they dont lik tag backs and we do. So we dont want them to play. I said "If you dont like tag backs dont play!" That why I want an hour of break because we waste our time on little kids. Because they dont want tag backs or we dont let them pla. That one thing I would change.

* * * * * *

I'd like to change the world by making the world have peace and free dom all ofer the world.

to try to stop slavery and have good peaple together.

To have peace to all over the world and have no war. To have peace to all peaple and change the bad peaple to good peaple. With love and care to all peaple.

To try to change the world with all that and keep the world in shape. No pollution in the ocean and hve a clean world to work to gether if needed help and to stop the war all over the world.

I's because to many peaple are dead all arund the world and to many crimes that's what take's the world away from us.

* * * * * *

Miscellaneous Student Papers

Too Short

Sometimes students did not submit enough text to enable raters to evaluate fairly. When the sample is too short, such as the following examples, it is impossible to see how the idea develops, get a feel for the fluency or evaluation control in organization. One paper has evidence of a clustering activity but no text was written to accompany it. In these cases papers were coded "too short" and returned to the students without any scores.

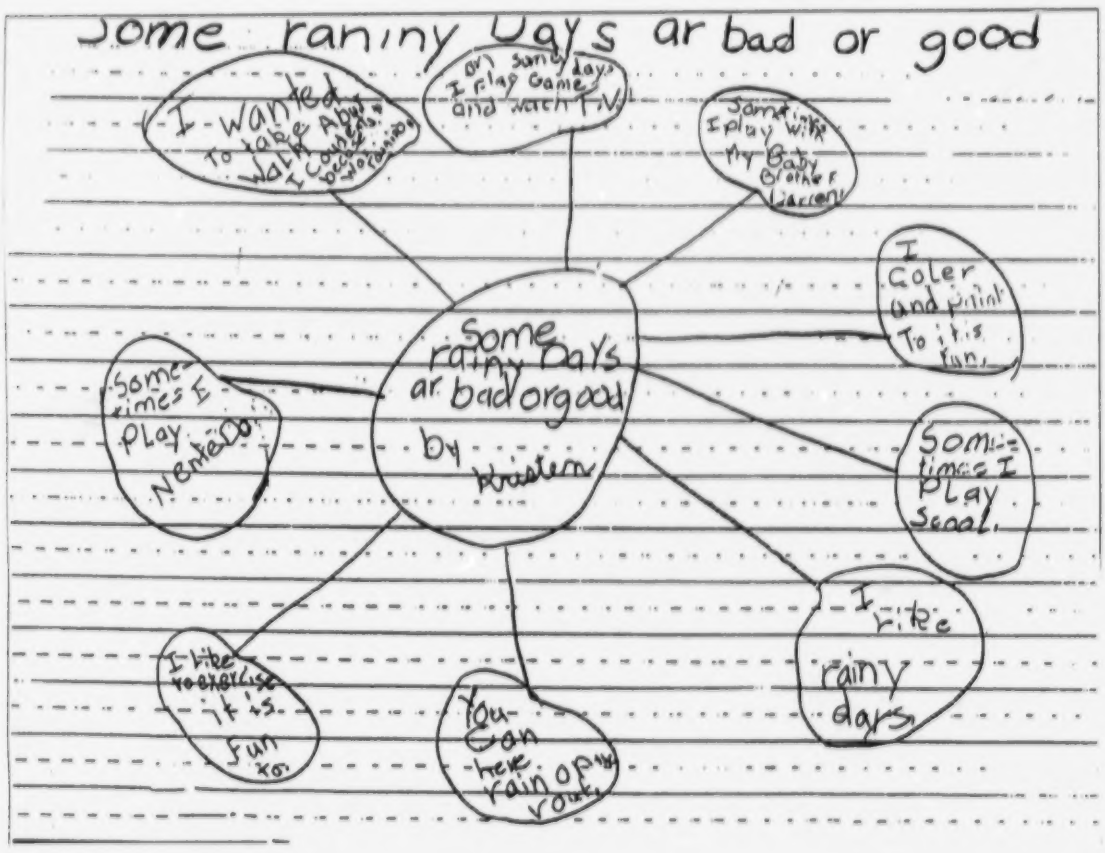
* * * * * *

One time i remember that i help a frand to do hes homework to do a betere work and hes homework. And i help my frads to make a betere work.

* * * * * *

I had to drive my grandma to the clinic. I had to because noone was there to drive her then we came home. then she rewurded me. That made me fell happy.

* * * * * *


Some raniny Days ar bad or good
Some rainy Days ar bad or good
by Kristen
I Coler and Print To it is fun.
Some-times I Play Soccal.
I rite rainy days.
You Can hear rain op-on your
I like to play it is fun xo.
Some-times I Play Nentendo

Off Mode

The following papers are examples of students' work that was "off mode." These students went in a completely different direction than was intended by the prompt.

In the first example, "Eagles," the student was asked to write in the Imaginative mode ("make up a story . . .") but the writing is clearly expository. The writer's purpose in the paper is to inform or explain and not to invent or create.

The second paper was intended to be a persuasive piece which, like the first example, turned out to be expository. This student writer told "how to" write a persuasive piece rather than taking a stand and trying to convince the reader of something.

In many cases students were successfully able to combine different modes in the development of their topic without losing the focus of the original idea. In fact, some of the strongest papers were those that, for example, used a narrative to help strengthen their expository paper or used imaginative elements to help persuade. These papers received a mode score.

The bottom line that raters were asked to consider in assigning a mode score was whether or not the paper fulfilled the purpose of the intended mode. If the answer was "no," then the paper was marked "off mode." However, these papers were evaluated in the six traits even if they did not receive a mode score.

* * * * * *

Eagles

The eagles are indangerd species. thay are killed every year by farmers that don't care less, eagles are the nashel Birds for there eye sight and for there smartness, the eagles are very big and can cary off a three year old child, there main foods are fish, mice, rabbits and rats, the eagle can see a moUs 10 yards away, there wing spand is itlest one foot long, the eagle is itlest three feet long.

* * * * * *

If I had to persuade, or convince someone into not doing something, I would tell them what could happen to them, and give them examples. I would also show them clipings from magazines and new papers if it had some thing to do with them. I would also tell them what else they could do, and if I had done it tell them what it was like.

I might even try and bribe them if it was that important. If it was drugs or something as bad, I might even tell his/her parents and or police, after talking to them.

I think it is important that someone should be able to convince or persuade some one because there are alot of times that you need to know how to persuade and convince some one at some time.

* * * * * *

ODDITIES

Here are a couple of papers that caught the readers' attention strictly because of their unique format. One paper was written in columns and the other reads backward from the bottom of the page to the top. Kids do the darndest things!

the final copy of your paper here.

". BACKWARDS STORY A READ DADDY
BECAUSE" RESPONDS WIFE HIS "? THIS DO
THEY MUST WHY") ASKS, CRYING, CHILD
YOUNGEST HIS. DEATH HIS TO SLOWLY
GRINDED BE FATHER THERE SEE TO
FORCED BEING, OPEN TAPED EYELIDS,
WATCHED FAMILY HIS. DISK SANDING
GIANT THE INTO FIRST FEET HIM
FED ARM THE AS BACK LAID MAN THE
. DEATH TO SANDED BE WOULD HE
. SETENCE DEATH HIS FOR INSTRUMENT
THE HEARD HE OFF DRAGGED WAS
HE AS "GUILTY!" EXCLAIMING JURER
HEAD THE BY INTERRUPTED WAS
THINKING MANS THE. NOW COMMON
WAS ACTS INNOCENT FOR PUNISHMENT.
. AMERICA OVER TOOK AND BOMBED HAD
HUSSEIN SINCE CHANGED THINGS. DECADE
THIS LOOSE BROKEN HAD HELL ALL
. AMERICAN AN AS FREDOMS HIS OF
BOUNDARIES THE VIOLATED HAD HE
BUT, SOME AS BREAKING VICIOUS A SUCH
NOT. LAW THE BROKEN HAD HE, JURY
THE FROM VERDICT THE FOR WAITING, SILENT
WERE ALL. COURTROOM THE IN SITTING WAS HE

I would have
Liked to keep
my math papers
because won I'm
Olden I can
See how good
I did won
I was Little.
I would have
Liked to keep
my grandma around
forever because She
was nice. My
next door neighbor
reminds me of
her. She lost
Of: Dave thence.
things like Pies.
She lost Of c
Dave she.. Sodupop

Chapter 3:
The Teaching of Writing As a Process

Introduction

When writers work, they *usually* take time to plan and generate ideas, organize their thoughts, write more than one draft, rethink the original idea--perhaps share it with a colleague--revise, edit and polish. Even after all those steps, not everything gets published. Some things are tossed out, or tucked away so the ideas can simmer for awhile until the writer feels ready to return to the piece.

This way of interacting with writing, of nurturing one's writing through growth and change, has often been called the "writing process." The term is not meant to suggest one single best way of writing, but only to remind us that writing isn't assembled in one quick step. It takes care, thought, involvement and, perhaps most of all, time.

Plenty of time to write and rewrite is the ideal. All writers must sometimes dash off notes in a hurry or put together letters or reports without enough information or time to revise. That's real life. But writing that grows over time takes on the flavor and insight of the writer who produced it, and often develops the power to move an audience.

Great advantages come with teaching writing using a process approach. Students who have time to explore, share, borrow, write and rethink their writing often find they have more to say--or that the tiniest of ideas can sometimes evolve, with thinking and refinement, into well-defined and personalized topics about which the writer cares deeply. Probably, nothing so affects the quality of writing as a writer's love of his/her topic.

Process Approach in the Classroom

There is no one way to describe writing as a process--and no one way to teach it using a process-based approach. But here are some characteristics that distinguish most successful process-based programs:

1. Students write less to demonstrate mastery, please the teacher, or practice specific language skills, and MORE to learn, discover, clarify, express themselves, deepen understanding, and pass along information they deem important.

2. Topics are not always assigned. Students have some freedom to select their own topics--which for many students is not a simple task. On the other hand, students are sometimes required to wrestle with an assigned topic, and in order to make the writing work, they must learn to define and personalize that topic in a meaningful way.

3. Though deadlines must be respected, time limits and word limits are generally under the control of the writer.

4. Students have time to **prewrite** (warm up, think or talk about the topic, play with ideas, brainstorm, outline, do word webs or clusters, read, interview others), **draft** (get ideas down on paper rapidly without concern for mechanical correctness), **share** (to find out how others respond through a teacher-student conference or in a writing group), **revise** (actually rethink and reshape ideas, redefining concepts, moving information around, taking pieces out, adding new information), **edit** (proofread and correct) and **publish**

(make books, send writing to a publisher, read aloud, post on the bulletin board, put into a portfolio).

5. Opportunity is provided for all the steps described above, but they are not followed in lockstep fashion. Some student writers need more time than others for prewriting; for some, drafting is the most effective form of prewriting--they need to plunge right in! Some writers need time to reshape several drafts; others feel comfortable with only two. Some writers want and need to share each piece; others are very selective about what and when to share. There is no one right way.

6. Every person in the classroom is part of the writing community and serves as a resource for every other person. This means that students listen to and respond to one another's work in ways modeled by the teacher, borrow and share ideas for writing topics and support other writers in the process.

7. Students write for a variety of purposes and in a variety of forms (modes).

8. Students write for real and diverse audiences, not only for the teacher.

9. Students are given the option to read aloud what they've written and discuss it with peers or with the teacher.

10. Students are responsible--with support from teachers and peers--for their own revision and editing.

11. Student writers think of themselves as writers and feel in control of their own work.

12. The teacher is a writer too, and shares with the class the process by which his/her writing grows from rudimentary idea to final draft.

Benefits of a Process Approach

Here are some commonly recognized benefits of teaching writing as a process:

1. Students find writing more meaningful because it reflects work they care about.

2. Students learn not only the mechanics of writing, but such skills as identifying important topics, developing ideas fully, organizing ideas in ways that will be meaningful to a specific audience and enriching writing with a personal voice that brings the topic to life.

3. Students have a positive attitude about writing since it is an outlet for expression, not just a means of fulfilling a requirement.

4. Students sharpen thinking skills, learning to make connections, draw inferences, compare and contrast, analyze and evaluate.

5. Student writers gain confidence and feel a real sense of pride in work that they personally plan and see through to completion.

Some Myths About Writing Process

Remember that a writing process approach doesn't have to be the same for all students--nor does it need to follow relentless patterns of prewriting on Monday, drafting on Tuesday, revising on Wednesday, etc. Here, adapted from the work of Donald Graves, are some myths about the writing process:

1. *Children ought to revise everything they compose.*

   Some writing isn't worth revising--or saving. Not every piece of writing turns out. On the other hand, some pieces do please the writer on the very first run; it can happen!

2. *Children should publish each piece of writing.*

   Most writers would be horrified at the very thought. Some writing is just for the writer alone--or has another purpose which doesn't require making it public. Also, writers need the freedom to move in a new direction when a piece just isn't coming together.

3. *Children should make each piece of writing last four days.*

   Sometimes it's tempting to think that writing instruction would be easier if it were this neat, but would it? The truth is, it's impossible to predict how long it will take to write a story of friendship, or complete an interview for the school paper, or craft a poem linking a recent experience to an early childhood memory. In order to do their best work--work that comes from the heart--student writers really need the freedom to work at their own pace.

4. *Children should share each piece with the entire class.*

   The benefits of sharing writing with a real audience cannot be denied--and it feels good to share when a piece of writing is really coming together and the writer is eager, and ready, to hear the response of an audience. But when a piece is private or is one that no longer engages the writer's own attention, audience response may be more of an intrusion than a help. Writers need choices about what and when to share.

5. *Children should choose all their topics.*

   Selecting topics challenges student writers to define what is important to them, to an audience, and to narrow a topic in a way that makes it manageable. Some guidance from a teacher, however, can also help ensure that writers branch out, try new things, and sometimes (tough as it is) take on a topic they simply would not try unless nudged.
   --abstracted from Donald Graves, Teachers and Children at Work. Portsmouth, New Hampshire: Heinemann, 1983.

Note: For a complete bibliography and annotatiion of sixteen useful resources on teaching writing, see Appendix.

How Does a Process Approach "Fit" with the Six Analytic Traits?

Understanding the qualities of good writing is one important key to managing revision effectively. Student writers who set about revising a piece of writing sometimes feel overwhelmed because they don't know where to begin. When they are familiar with the six analytic traits, though, they have a sense of what specific things to look for in reshaping their writing. Below is a list of questions writers might use to focus revisions related to each trait.

IDEAS

Does the message make sense?
Are details important and interesting?

ORGANIZATION

Does the introduction hook the reader?
Does the organizational structure support the idea development?
Does the piece come to closure at the end?

VOICE

Does the writing sound like the writer--not someone else?
Is the voice natural, spontaneous, lively?

WORD CHOICE

Are the words accurate and precise?
Are the verbs strong?
Are images vivid, colorful?

SENTENCE FLUENCY

Does the writing flow smoothly?
Do sentences vary in length and structure?

CONVENTIONS

Is the piece free of distracting mechanical errors?
Does the writing show signs of careful editing/proofreading?

Student writers who know the traits and who have scored and discussed numerous student papers internalize questions like these, and think of them--almost subconsciously--while writing and revising. They learn, in other words, to adopt a reader's (as well as a writer's) perspective.

In short, then, it is in the step of revision where the link from traits to process is strongest.

Here, courtesy of Ronda Woodruff, fourth grade teacher from the Beaverton School District, Beaverton, Oregon (and one of the originators of the Oregon Analytic Model), is a summary of the writing process that shows how and where the analytic traits might fit. This particular approach is one Ronda has used with both fourth and sixth grade student writers:

During the **prewriting** phase, students brainstorm, narrow and focus the topic, and make decisions: Who is the audience? What form should the writing take (e.g., report, poem, story, persuasive argument, interview)?

The second phase is for **rough draft** writing--getting ideas down quickly.

Phase three calls for **reading aloud**--not to a group yet, though. This is a chance for the writer to read to him/herself, and to ask: Does it make sense? Is my message clear?

Phase four--**writing groups**. This is the time for sharing. Ronda suggests three students per response group, using a model that asks students to paraphrase what they hear, tell what they like or what they feel or see during the reading, and ask questions of the writer.

Next--time to **revise**. This is where the first five traits come in--everything but Conventions. However, students can begin slowly, a trait at a time. They don't need to revise for everything at once, nor for every trait every time. They can build skills slowly, perhaps just concentrating on Ideas at first, or just on Voice--then adding more as their skills in revision grow.

Phase six calls for **editing**--and this is where Conventions come in. This is the clean-up phase, preparation for publishing, and is very different from revision, which allows for review of the whole piece, including ideas and internal structure. The focus here is on correctness in spelling, usage and mechanics.

Phase seven is production of the **final copy**, and phase eight **sharing or publishing**--which might be as simple as posting something on a bulletin board or reading it to the class. Or--it might involve actually creating and illustrating a book that becomes part of a school or classroom library collection.

> "Scales, criteria, and specific questions which students apply to their own or others' writing also have a powerful effect on enhancing quality. Through using the criteria systematically, students appear to internalize them and bring them to bear in generating new material even when they do not have the criteria in front of them."
>
> --from George Hillocks, Jr.
> *Research on Written Composition*, NCTE, 1986

WRITING PROCESS*

I. **PREWRITE**
- Brainstorm Ideas
- Narrow Topic
- Select Audience
- Choose Form

II. **ROUGH DRAFT**
- Get Ideas Down

III. **READ ALOUD**
- Make Sure Message Makes Sense

IV. **WRITING GROUPS**
- 3 is Perfect!
- Paraphrase, Question
- Tell What You Feel, See

V. **REVISE**
- Ideas
- Organization
- Voice
- Word Choice
- Fluency

VI. **EDIT**
- Writing Conventions

VII. **FINAL COPY**

VIII. **PUBLISH/SHARE**

**Developed by and shared courtesy of Ronda Woodruff.*

ANALYTIC TRAIT SCORING: IDEAS AND CONTENT

5 The paper is clear, focused, and interesting. It holds the reader's attention. Relevant anecdotes and details enrich the central theme or storyline. Ideas are fresh and original.

- The writer seems to be writing from experiences and shows insight: a good sense of how events unfold, how people respond to life and to each other.
- Supporting, relevant, telling details give the reader important information that he or she could not personally bring to the text.
- The writer has balance: main ideas stand out.
- The writer seems in control and develops the topic in an enlightening, entertaining way.
- The writer works with and shapes ideas, making connections and sharing insights.

3 The paper is clear and focused, even though the overall result may not be captivating. Support is attempted, but it may be limited, insubstantial, too general, or out of balance with the main ideas.

- The writer may or may not be writing from experience but, either way, has difficulty going from general observations to specifics.
- The reader can often second-guess the plot of the main points of the text.
- Ideas, though reasonably clear, often tend toward the mundane; the reader is not sorry to see the paper end.
- Conclusions or main points seem to echo observations heard elsewhere; only on occasion do they seem to reflect the writer's own thinking.
- Supporting details tend to be skimpy, general or predictable.
- The writer is beginning to define the topic but isn't there yet.

1 The paper lacks a central idea or purpose, or forces the reader to make inferences based on very sketchy details.

- Information is very limited or simply unclear.
- Details do not ring true; they evolve from clichés, platitudes or stereotypes.
- Attempts at development may be minimal or may clutter up the text with random thoughts from which no central theme emerges.
- The writer has not begun to define the topic in any meaningful or personal way.

ANALYTIC TRAIT SCORING: ORGANIZATION

5 The organization enhances and showcases the central idea or theme. The order, structure, or presentation is compelling and moves the reader through the text.

- Details seem to fit where they're placed; sequencing is logical and effective.
- An inviting introduction draws the reader in, and a satisfying conclusion leaves the reader with a sense of resolution.
- Transitions are smooth and weave the separate threads of meaning into one cohesive whole.
- Organization flows so smoothly that the reader hardly thinks about it.

3 The reader can readily follow what's being said, but the overall organization may sometimes be ineffective or too obvious.

- The introduction and conclusion are recognizable, though not so well crafted as the reader might wish.
- Placement or relevance of some details leaves the reader occasionally confused.
- The paper sometimes moves along at a good pace but at other times, bogs down in trivia or speeds along too rapidly.
- Transitions sometimes work well; at other times connections between ideas seem unclear.
- Despite problems, the organization does not seriously get in the way of the main point or storyline.

1 Organization is haphazard and disjointed. The writing lacks direction, with ideas, details or events strung together helter-skelter.

- There is no clearly identifiable introduction or conclusion.
- Transitions are very weak, leaving connections between ideas fuzzy, incomplete or bewildering.
- Noticeable gaps in information confuse and confound the reader.
- Pacing is consistently awkward, so that the reader feels either mired down in trivia or rushed along at a breathless pace.
- Lack of organization ultimately obscures or distorts the main point.

ANALYTIC TRAIT SCORING: VOICE

5 The writer speaks directly to the reader in a way that is individualistic, expressive, and engaging. Clearly, the writer is involved in the text and is writing to be read.

- The paper is honest and written from the heart. It has the ring of conviction.
- The language is natural yet provocative; it brings the topic to life.
- The reader feels a strong sense of interaction with the writer and senses the person behind the words.
- The projected tone and voice clarify and give flavor to the writer's message.

3 The writer seems sincere but not fully involved in the topic. The result is pleasant, acceptable, sometimes even personable, but not compelling.

- The writer seems to weigh words carefully, to keep a safe distance between writer and reader, to avoid risk, and to write what he or she thinks the reader wants.
- The writing tends to hide rather than reveal the writer.
- The writing communicates in an earnest but fairly routine manner, and only occasionally amuses, surprises, delights or moves the reader.
- Voice may emerge strongly on occasion, only to shift or to disappear a line or two later behind a facade of general, vague or abstract language.

1 The writer seems wholly indifferent, uninvolved, or dispassionate. As a result, the writing is flat, lifeless, stiff, or mechanical. It may be (depending on the topic) overly technical or jargonistic.

- The reader has no sense of the writer behind the words and no sense of a real desire on the part of the writer to communicate.
- The writer seems to speak in a kind of monotone that flattens all potential highs or lows of the message.
- The writing communicates on a functional level, at best, without moving or involving the reader at all.
- Delivery is so consistently flat that the reader may find it hard to focus on the message even when the wording seems reasonably clear and correct.

ANALYTIC TRAIT SCORING: WORD CHOICE

5 Words convey the intended message in an interesting, precise, and natural way. The writing is full and rich, yet concise.

- Words are specific and accurate; they seem just right.
- Imagery is strong.
- Powerful verbs give the writing energy.
- Vocabulary may be striking, but it's natural, and never overdone.
- Expression is fresh and appealing; slang is used sparingly.

3 The language is quite ordinary, but it does convey the message: it's functional, even if it lacks punch. Often, the writer settles for what's easy or handy, producing a sort of "generic paper" stuffed with familiar words and phrases.

- The language communicates but rarely captures the reader's imagination.
- The writer rarely experiments with language; however, the paper *may* have some fine moments.
- Attempts at colorful language often seem overdone, calculated to impress.
- Images lack detail and precision.
- Clichés, redundancies and hackneyed phrases are common.
- A few key verbs may liven things up, but equally often, abstract, general or flat language robs the text of power.

1 The writer struggles with a limited vocabulary, groping for words to convey meaning. Often the language is so vague and abstract or so redundant and devoid of detail that only the broadest, most general sort of message comes through.

- Words are consistently dull, colorless or abstract.
- Monotonous repetition or overwhelming reliance on worn, threadbare expressions repeatedly cloud or smother the message.
- Often words simply do not fit the text. They seem imprecise, inadequate or just plain wrong.
- Imagery is very fuzzy or absent altogether; the text is "peopled" only with generalities.
- Verbs are weak and few in number; *is, are, was,* were dominate.

ANALYTIC TRAIT SCORING: SENTENCE FLUENCY

5 The writing has an easy flow and rhythm when read aloud. Sentences are well built, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable.

- Sentence structure reflects logic and sense, helping to show how ideas relate. Purposeful sentence beginnings guide the reader readily from one sentence to another.
- The writing sounds natural and fluent; it glides along with one sentence flowing effortlessly into the next.
- Sentences display an effective combination of power and grace.
- Variation in sentence structure and length adds interest to the text.
- Fragments, if used at all, work well.
- Dialogue, if used, sounds natural.

3 Sentences tend to be mechanical rather than fluid. The text hums along efficiently for the most part, though it may lack a certain rhythm or grace, tending to be more pleasant than musical. Occasional awkward constructions force the reader to slow down or reread.

- Connections between phrases or sentences may be less fluid than desired.
- The writer shows good control over simple sentence structure but variable control over complex syntax.
- Sentences sometimes vary in length or structure, but for the most part, the writer falls into a pattern and sticks with it.
- Fragments, if used, sometimes seem the result of oversight.
- Dialogue, if used, sometimes rings true but sometimes sounds forced or contrived.
- Sentences, though functional, often lack energy.
- Some parts of the text invite expressive oral reading; others may be a bit stiff.

1 The paper is difficult to follow or to read aloud. Sentences tend to be choppy, incomplete, rambling, irregular, or just very awkward.

- Nonstandard English syntax is common. Word patterns are often jarring and irregular, and far removed from the way people usually write or speak.
- Sentence structure does not generally enhance meaning. In fact, it may obscure meaning.
- Many sentences seem disjointed, awkward, confused or nonsensical.
- Word patterns may be monotonous (e.g., subject-verb or subject-verb-object).
- The text does not invite -- and may not even permit -- expressive oral reading.

ANALYTIC TRAIT SCORING: CONVENTIONS

5 The writer demonstrates a good grasp of standard writing conventions (e.g., grammar, capitalization, punctuation, usage, spelling, paragraphing) and uses them effectively to enhance readability. Errors tend to be so few and minor that the reader can easily skim over them unless specifically searching for them.

- Paragraphing tends to be sound and to reinforce the organizational structure.
- Grammar and usage are correct and contribute to clarity and style.
- Punctuation is smooth and guides the reader through the text.
- Spelling is generally correct, even on more difficult words.
- The writer may manipulate conventions -- particularly grammar -- for stylistic effect.
- The writing is sufficiently long and complex to allow the writer to show skill in using a wide range of conventions.
- Only light editing would be required to polish the text for publication.

3 Errors in writing and conventions, while not overwhelming, begin to impair readability. While errors do not block meaning, they tend to be distracting.

- Paragraphs sometimes run together or begin in the wrong places.
- Terminal (end-of-sentence) punctuation is almost always correct; internal punctuation, however, may be incorrect or missing altogether.
- Spelling is usually correct, or reasonably phonetic, on common words.
- Problems with usage are not severe enough to distort meaning.
- The writer may show reasonable control over a very limited range of conventions, but the text may be too simple or too short to reflect real mastery of conventions.
- Moderate editing would be required to polish the text for publication.

1 Numerous errors in usage, sentence structure, spelling, or punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and the frequency of errors tend to be so overwhelming that the reader finds it very difficult to focus on the message and must reread for meaning.

- The writer shows very limited skill in using conventions.
- Basic punctuation (including terminal punctuation) tends to be omitted, haphazard or incorrect.
- Spelling errors are frequent, even on common words.
- Paragraphing may be highly irregular, absent altogether, or so frequent (every sentence) that it bears no relation to the organization of the text.
- Extensive editing would be required to polish the text for publication.

MODE RUBRIC: IMAGINATIVE

5 **The writing is individual, fresh and vital. It takes an unusual, unpredictable (sometimes off-beat) approach to the topic, surprising and delighting the reader with unanticipated ideas or a new way of looking at things.**

- Ideas tend consistently toward the original, the inventive, the unexpected (NOT necessarily bizarre, surreal or outlandish, however).
- The writer's perspective or point of view is highly individual--and often insightful. He/she defines or develops the topic in a refreshingly personal way, making connections no one else has made.
- The writer leads the reader into new territory, where details, twists, and turns cannot readily be anticipated. The reader has the sense of being pulled inside the writer's vision, "suspending disbelief" for a time.
- The writing consistently goes beyond the obvious, enlivening the topic, and challenging the reader to think.
- While ideas often seem spontaneous, they reflect a complexity that suggests the reader has thought the topic through, considered implications, and sought a way of exploring the topic that is his or hers alone.

3 **Every now and then, the writing shows sparks of the unexpected or inventive (e.g., an image or plot twist that works well), but also lapses into predictability (clinched plots, stereotyped characters), echoing the writing of others.**

- Moments of the original or unusual dot the writing; but they are interspersed with more ordinary passages in which the writer's imagination seems "at rest".
- The writer's perspective or point of view seems to be still evolving; it reflects some good powers of observation, but is not yet striking in its individuality or insight.
- The reader may feel entertained or intrigued by some passages, yet the writer covers enough old ground that it is hard to let go of one's own reality and "buy into" the test.
- Ideas are clear enough, but are just beginning to show a hint of the complexity, depth, or vitality that comes when a writer stretches the bounds of his/her imagination.

1 **The paper lacks a main storyline. It may be bits and pieces of several stories, an "all about" paper that tell no story, or an unelaborated list of events the writer has not yet pulled together to create a meaningful story.**

- Not all elements needed to create a complete, unified story are present; the writer could not assemble a story from what is now at hand.
- The writer does not seem to set up a situation, build to any main or high point, or provide an ending or sense of resolution; in short, there is no story.
- Details either do not go together in any unified way, or they lack movement, i.e., nothing happens or changes.
- The organizational structure is not chronological and does not seem suited to the narrative mode. There is no clear sequence of events.
- An attempt to paraphrase what the writer has said does not produce a story.

MODE RUBRIC: EXPOSITORY

5 **The paper consistently presents information in a way that expands the reader's knowledge or enhances the reader's understanding through a carefully crafted mix of key points and critical support.**

- Ideas are unambiguous and fully explained.
- The paper makes a point the reader can readily grasp.
- Facts, examples or explanations provide strong support.
- The reader has a sense of learning something or understanding an issue/topic better.
- The writer seems to be working from a strong base of information and can select what will help the reader most.
- The writer shows a concern for the reader, and consistently presents information in a way that contributes to the reader's understanding.

3 **The paper presents some important information, but the reader feels about halfway home in terms of understanding the point the writer is trying to make. The result is a mix of helpful information, together with some fuzzy or incomplete points.**

- Ideas are reasonably clear, but the reader needs to make some inference.
- The writer makes a general point, or points, but hasn't narrowed or fine-tuned the topic quite enough yet.
- Facts, examples or explanations provide marginally adequate (but not strong) support.
- Some parts of the paper seem repetitive or predictable.
- The writer seems to have just enough information to write about this topic, but not enough to anticipate and address all the reader's questions.
- The writer seems aware of the reader, but often tends to explain what is already obvious, or to make assumptions about the reader's knowledge that are not warranted.
- The writer attempts to explain or inform, but the power of the paper to enhance the reader's understanding is somewhat limited.

1 **The paper is very limited in its cap acity to inform or enlighten the reader. The writing is very unclear, incomplete or both.**

- Ideas are extremely limited or hard to understand, even if the reader tries to draw inferences based on what is there.
- The paper cannot seem to get beyond lists or generalizations; it is more puzzling or confusing than enlightening.
- The writer does not seem to have enough information to write about this topic. Support is very weak or nonexistent.
- The reader has a difficult time gleaning any knowledge, insight or understanding from the text.

MODE RUBRIC: PERSUASIVE

5 The central issue is clearly stated, and elaborated as necessary to indicate in-depth understanding on the part of the writer. The writer's position is very clear, and the primary argument or proposed plan is presented in an effective and compelling way.

- The writer takes a definite stand and sticks with it; he/she may show sensitivity to other viewpoints, but does not waffle or shift sides part way through the argument.
- The writer indicates a thorough understanding of the issues involved, and narrows or focuses the topic in a way that helps the reader zero in on key issues, too.
- Support is extensive and convincing. The writer generally offers more than a single reason for his/her position, and does not rely strictly on opinion or emotional pleas.
- If it is important to consider (and refute) possible counter arguments, the writer does so, but in a way that makes the presentation enlightening, not confusing.
- There is enough information to guide the reader in making a sound decision on this issue.
- The reader feels convinced/persuaded OR (at least) develops a real appreciation and respect for the writer's position.

3 The central issue is stated clearly, but without sufficient elaboration to indicate any in-depth understanding. Although it is fairly clear which side the writer is on, the main arguments may not be well-developed or presented in a compelling way.

- The most obvious, well-worn arguments are usually in place (e.g., there may be enough there to persuade those who already agree); but the writer rarely digs for the solid, sound evidence that could really enable a skeptical reader to see things in a new light.
- Support is fairly credible, but tends to be general, limited or predictable.
- Some arguments may seem tentative or a bit lame.
- The writer may rely too much on just one argument; or may rely almost as much on opinion and emotion as on strong evidence or the wisdom of experience.
- The writer has given enough thought to the topic to take a position and defend it with some feeling, but has not yet assembled enough critical evidence, reasons or logical arguments to guide others in making a good decision on this issue.

1 It may be hard to infer the central issue without knowing the prompt or question asked. The writer either does not take a clear stand (e.g., just makes general, noncommittal comments), or else simply expresses an unsupported, unelaborated opinion.

- The writer may begin with one position, then totally and arbitrarily change course, as if just now realizing his/her true feelings.
- The writer's understanding of key issues seems as yet limited; there is little or no information that would really help a reader think through the questions(s) at hand.
- The writer who takes a stand tends to rely far more on emotional pleas (e.g., "Everyone hates school uniforms...") than on well-thought-out reasons that would convince the reader.

- Arguments are very weak, hard to follow or limited strictly to the writer's opinion (e.g., "Year-round school is a dumb idea").
- The reader feels either unconvinced or unsure what position the writer wishes him/her to take.

MODE RUBRIC: NARRATIVE

5 The paper has a clear, complete and strong storyline (e.g., presentation and resolution of a problem) that is easy to recognize, follow and paraphrase.

- The writing seems complete. The writer sets the story up and finishes it. The result is a piece of writing that stands alone as a whole story.
- The writer sets the story up with a real lead, builds to the heart of the story with satisfying momentum, then closes with a real ending that provides a sense of resolution.
- The narrative structure may not be totally chronological, but it fits the narrative mode well. There is a clear, easy-to-follow sequence of events with a definite sense of movement, i.e., something happens.
- All details and events within the story work together to produce a unified, coherent piece of writing. The balance of detail is just right (e.g., not too skimpy--no information overload).
- The story has a controlling idea, central impression, sense of change, or something learned or gained by the writer. There is a reason for the telling.

3 The paper has an identifiable--not particularly strong--storyline. It may read more like a casual recollection of more-or-less related events than a well-crafted story.

- Most of the elements needed to form a complete story are present, but the writer has not yet orchestrated things in a way that creates a stand-alone piece.
- One or more of the following is likely to be true: The writer takes a little long getting in or provides no real lead at all, fails to recognize or accentuate the high point, or provides no real ending to the story.
- The sequence of events may sometimes be interrupted or unclear; it takes some smoothing out or filling in to paraphrase this story.
- The story as a whole may be either encumbered with excess baggage or else a little lean on critical detail.
- Though a story seems buried within the text, it may be hard to infer the significance of the events or the writer's reason for telling the tale.

1 The writer seems detached and willing to settle for what is routine, ordinary or mundane; there is no real mental stretch for writer or reader, no real sense of joy or adventure in the writing.

- The reader is hard-pressed to cite moments that sparkle with originality--moments that belong to this writer alone.
- The writer does not seem captivated by the topic, and/or has not yet thought of a way to enliven or personalize the topic.
- The writer does not put enough of him-or herself in the writing to reveal anything of his/her own perspective or vision of the world.
- As yet the writing lacks the complexity or depth to challenge a reader's thinking or lift the topic out of the realm of the obvious and predictable.

MODE RUBRIC: DESCRIPTIVE

5 The paper creates a strong and vivid image or impression in the reader's mind through numerous, well-chosen details. The writer seems to notice what others might overlook.

- The writing sparkles with specific, elaborate, colorful details. It is easy to picture or feel what the writer is talking about.
- Details are careful, selectively chosen to create a consistent and clear mood, image, or impression, and are so sharp and clear they seem to lock themselves within the reader's memory.
- As appropriate, the writer includes details that appeal to various senses: sight, taste, smell, touch, hearing.

3 The paper includes sufficient descriptive detail to enable the reader to understand the writer's feelings or to picture the object, person or place in a general way. Yet the reader may still have a strong sense that something is missing--that important details have been overlooked. The overall picture or impression is clear only in a broad general sense.

- Some details lack specificity (e.g., "The house was big and nice"), so that the reader has a general, but not vivid, picture of what the writer is talking about.
- Some details seem random, included by chance, rather than selectively chosen to create a particular impression or image. The writer sometimes neglects to weed out what seems trivial and unnecessary or leaves the reader with unanswered questions or conflicting impressions.
- An abundance of modifiers (adjectives everywhere) may sometimes bog the reader down in descriptive overload.
- Opportunities to enrich the description by appealing to several senses may be overlooked.

1 The paper does not include sufficient descriptive detail to enable the reader to get inside the writer's mind or to picture the object, person, or place with any clarity. The overall picture or impression is very sketchy, fuzzy or incomplete.

- Details are overwhelmingly general (e.g., "He was a fun person," "It was neat and stuff"). No clear images or impressions are created.
- Lack of specific detail leaves the reader with numerous unanswered questions; it is very hard to get a mental grip on what the writer is describing.
- The writer does not seem to appeal directly to the reader's senses. Instead, it is left to the reader's imagination (or memory based on a similar experience) to conjure up the details that would flesh out the general impression or picture.

GUIDE TO REVISION--GRADE 3*

- Did I explain my ideas clearly?
- Does my paper have a good beginning, ending and main point?
- Does my paper sound like me?
- Did I choose words that are clear and interesting?
- Do my sentences read smoothly?
- Did I proofread carefully?

*Adapted from "A Primary Version of Analytical Trait Scoring," Beaverton School District, Beaverton, Oregon

GUIDE TO REVISION--GRADE 5

Read each sentence. If you think it describes your paper or the way you wrote it, put an **X** in the blank.

IDEAS AND CONTENT

[ ] My paper has a clear purpose or makes a point.
[ ] I chose clear details and examples to help the reader understand my message.
[ ] I stick to the main idea. I leave out details that do not matter.
[ ] I am writing about something I know.

ORGANIZATION

[ ] My introduction would make a reader want to keep reading.
[ ] I tell things in an order that makes sense.
[ ] Details in my paper go together.
[ ] My paper ends in a good spot. It does not stop suddenly or drag on too long.

VOICE

[ ] My writing shows how *I* really think and feel.
[ ] I like what I have written.
[ ] My writing sounds like *me*, and not like someone else.
[ ] I have thought about my reader. I have tried to make my writing clear to the reader.

WORD CHOICE

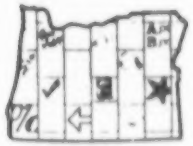
[ ] I chose words that will help make my meaning clear.
[ ] My words paint a picture in the reader's mind.
[ ] I have tried to find *my own* way to say things.
[ ] Sometimes I have tried to say something in a new or different way.

SENTENCE FLUENCY

[ ] My sentences make sense. They are clear.
[ ] Some sentences are longer than others.
[ ] Sentences begin in *different* ways. (They do not all begin with the same words.)
[ ] My paper would be easy to read out loud.

CONVENTIONS

[ ] My paragraphs begin in the right spots.
[ ] My punctuation is correct.
[ ] I use capital letters on names of people, places or things.
[ ] I use capital letters to begin sentences.
[ ] My spelling is correct.
[ ] I have proofread my paper.



1991 Oregon Statewide Writing Assessment
Student Writers' Report

NAME :
DISTRICT:
SCHOOL :
TEACHER :

ESSAY ID : 348207
GRADE : 03
TEST DATE: 2/91
PERIOD : 1

Your Scores

	Ideas	Organi-zation	Voice	Word Choice	Sentence Fluency	Conven-tions	Mode	Special Code
READER 1	5	5	5	5	5	5	5	
READER 2	4	4	4	4	4	4	5	

Thank you very much for sharing a sample of your writing with us. Two readers have looked at your writing and their scores are included in this report. Your paper was scored on these seven things:

1 **IDEAS**: How clear, complete and well-developed were your ideas?

2 **ORGANIZATION**: How effective was your introduction? Did you present information in an order that makes sense? Did you end your paper well?

3 **VOICE**: Did you put something of yourself into the paper? Was the writing lively? Did you write what you really thought and felt?

4 **WORD CHOICE**: Did you choose words that helped make your message both interesting and easy to understand?

5 **SENTENCE FLUENCY**: Were sentences smooth and easy to read?

6 **CONVENTIONS**: Did you proofread carefully and correct errors in spelling, punctuation, capitalization and grammar? Did your paragraphs begin at the right spots?

7 **MODE**: Did your writing match the purpose suggested by your writing topic? For instance, did you write a story if you were asked to do that? Did you write a clear, thorough explanation if you were asked to do that?

HERE IS WHAT THE SPECIAL CODES MEAN:

Special codes appear in the last column of scores only if they apply to your paper.

TS: Too Short - Your paper was blank or too short for the readers to score.

OTS: Off Topic Scorable - Your paper was scored, but it was not on the topic that you were given.

OTN: Off Topic Nonscorable - Your paper was not on the topic you were given, and the readers could not score it.

MS: Miscellaneous - Your paper was not scored for a reason other than those listed above. For example, you wrote a poem, you didn't write in English, or your paper was illegible.

If the two scores in any trait differ, that means the two readers did not totally agree on their judgment of your performance on that trait. In this case, your score is a combination of the two readers' scores. For example, a 3/4 shows that your score is somewhere between 3 and 4.

HERE IS WHAT THE SCORES MEAN. If you received a

Score of 1: The reader felt your writing was still in a "searching" stage where you were still looking for a topic or way to handle this trait.

Score of 2: The reader felt your writing was in a "beginning" stage but did not yet show real strengths on this trait.

Score of 3: The reader felt your writing showed a balance of strengths and weaknesses and that, as a writer, you were beginning to take control of your writing on this trait.

Score of 4: The reader felt your writing showed more real strengths than weaknesses on this trait and needed only a bit more work.

Score of 5: The reader felt your writing showed many strengths on this trait and that, as a writer, you were in control of your writing.

"X" in Mode: You did not write in the mode intended by the prompt you received. For example, you were supposed to write persuasively, but the readers judged your real intention was something else, say personal narrative. Your paper was, however, scored in the other traits.

5 . . . Many strengths - Writer in control on this trait
4 . . . Close to finished - More strengths than weaknesses
3 . . . Developing - Writer begins to take control on this trait
2 . . . Beginning stage - Not yet strong on this trait
1 . . . Exploring - Searching for a topic or way to handle the trait

4076 Data Recognition Corp 54321

BEST COPY AVAILABLE

BIBLIOGRAPHY: TEACHING WRITING

Atwell, Nancie. *In The Middle*. Portsmouth, New Hampshire: Heinemann, 1987.

My personal favorite. Nancie writes with soul and teaches with gusto, courage and wit. Despite all this, she's still humble and highly introspective. When you read the book, you'll wish she'd been one of your teachers. Mostly written for the middle school/junior high teachers, but don't miss it, even if that's not your level. There's inspiration enough here for all.

Calkins, Lucy McCormick. *The Art of Teaching Writing*. Portsmouth, New Hampshire: Heinemann. 1986.

If you get just one new reference book this year, you might want to make it this one. It's full of practical, down-to-earth advice well-grounded in this excellent teacher's personal experience. Primarily aimed at elementary teachers, but with a nod to middle school, and much wisdom applicable at all levels, right through adult. A book to cherish.

Calkins, Lucy McCormick and Shelley Harwayne. *The Writing Workshop: A World of Difference*. Portsmouth, New Hampshire: Heinemann. 1987.

Another gem, and it comes with a video.

Elbow, Peter. *Embracing Contraries*. New York: Oxford University Press, 1986.

A collection of 12 essays that show how to mix rigor with natural inspiration. Elbow challenges the standard practice of single-person evaluation of writing, citing the value and larger truth in multiple responses. Read this book to find out how the functions of generative writer and controlling editor can truly harmonize. Elbow writes with style and grace. You won't be bored.

Elbow, Peter. *Writing with Power*. New York: Oxford University Press, 1981.

Elbow is particularly eloquent in this book on the subject of voice; the book is worth the purchase price for that section alone. He also offers fine tips on improving your writing and that of your students.

Emblen, D. L. and Arnold Solkov. *Before and After: The Shape and Shaping of Prose*. New York: Random House, 1986.

Have you ever wondered what the speeches of Franklin Delano Roosevelt or Martin Luther King might have looked like as they were being written? Find out. Trace the development of writings by Stephen Crane, Donald Hall, E. B. White, and others. This is a book of writing in the making that shows revision for what it is: the dynamics of an active mind at work.

Frank, Marjorie. *If You're Gonna Teach Kids How to Write, You've Gotta Have This Book*. Nashville, Tennessee: Incentive Publications, 1979.

Incredible numbers of practical ideas for everyday activities and assignments. Good tips on helping beginning writers revise and gain confidence.

Graves, Donald H. *Writing: Teachers and Children At Work*. Portsmouth, New Hampshire: Heinemann, 1983.

The title tells it all. Graves takes us right into the classroom to witness the victories and struggles of teachers and children up close. A master teacher with an easy-on-the-ear style, Graves helps us make the connection between theory and practical experience, as only he can. One of the best.

Hillocks, George, Jr. *Research on Written Composition: New Directions For Teaching*. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills.

You've heard that the study of grammar is ineffective in improving writing skills and that worksheets take up time that could be better spent. Is it true? Here's the book that will tell you. If you're looking for a light, breezy style, this isn't the book for you. It's often dry, weighted down with details and data. But it's thorough, professional and unambiguous.

Mohr, Marian. *Revision: They Rhythm of Meaning*. Upper Mont Clair, New Jersey: Boynton/Cook Publishers, Inc.

Revision isn't for people who didn't get it right. It's for everybody--including the authors of the Declaration of Independence. Learn why, and take an inside look at the revision process through this thoughtful book.

Murray, Donald M. *A Writer Teaches Writing*. (Second edition: A complete revision.) Boston: Houghton Mifflin, 1985.

Can a reference book on writing read like a novel? If it's written by Donald M. Murray, it can come close. For learning what the writing process is all about, this book is tough to beat. Murray discusses his own writing with a graceful humor and appealing insight. This is a remarkably instructive book so entertaining you can take it along on vacation.

Perl, Sondra and Nancy Wilson. *Through Teachers' Eyes: Portraits of Writing Teachers At Work*. Portsmouth, New Hampshire: Heinemann, 1986.

Fascinating. You'll see yourself again and again in the successes and failures of real flesh and blood teachers in the classroom, who are trying to learn right along with their students. Excellent examples of students' writing at grades 1, 4, 8, and 11. Don't miss this book.

Spandel, Vicki and Richard Stiggins. *Creating Writers: Linking Assessment and Writing Instruction*. New York: Addison Wesley/Longman, 1990.

You can learn to assess writing analytically--then teach the process to your students. Students, grade 4 on up, who learn assessment skills, learn new ways of thinking about writing, and build skills not only in revising, but in writing first drafts. This book will show you how to integrate writing instruction and writing assessment in useful ways, and empower students as evaluators of their own work.

Stock, Gregory. *The Kids' Book of Questions*. New York: Workman Publishing, 1988.

This intriguing little book is questions, questions, and more questions--that's it. These questions do not have right or wrong answers; they're intended to make kids think and to speak or write at some length--no easy yes or no answers. Some questions are personal, and you may feel they go too far, but you can pick and choose--or modify. You'll get lots of ideas for writing and discussion from this handy resource.

Ziegler, Alan. *The Writing Workshop*. New York: Teachers of Writing Collaborative, 1981.

An excellent resource on the workshop approach to writing instruction.

Zinsser, William. *On Writing Well*. (Third edition.) New York: Harper and Row, 1985.

Zinsser practices what he preaches; he writes well. If I were going to write the great American novel, I'd want Zinsser to be my editor. He knows what he's talking about--and he knows how to put things so that you understand and remember. He's bright, witty, knowledgeable--and he breaks through to the heart of what good writing is about. Read bits and pieces of this book aloud to students; you'll entertain and enlighten everyone at the same time. A fine, fine book.

1991 Writing Content Panel

Linda Beith	David Douglas School District, Portland
Brian Borton	Astoria Elementary School, Astoria
Mike Boyle	Lincoln Junior High, Burns
Darlene Clarridge	Multnomah Education Service District, Portland
Marge Frank	Pinehurst Elementary School, Ashland
Chris Glide	Condon High School, Condon
Linda Harris	Woodlawn Elementary School, Portland
Bonnie Hill	Alsea High School, Alsea
Wally Hyde	Pistol River Elementary School, Pistol River
Gay Masters	Salem-Keizer School District, Salem
Amy Meabe	Waluga Junior High, Lake Oswego
Karen Piepmeier	Linfield College, McMinnville
Richard Sheldahl	Myrtle Point School District, Myrtle Point
Lana Stanley	Hermiston High School, Hermiston
Don Weiss	Western Oregon State College, Monmouth
Nancy Withycombe	Tum-A-Lum Elementary School, Milton-Freewater

1992 Writing Content Panel

Linda Beith	David Douglas School District, Portland
Patty Beauchanp	Jefferson Elementary, Corvallis
Don Blanchard	Sunset High School, Beaverton
Brian Borton	Astoria Elementary School, Astoria
Mike Boyles	Lincoln Junior High, Burns
Darlene Clarridge	Multnomah Education Service District, Portland
Judy Drais	Talent Junior High, Talent
Chris Glide	Seaside High School, Seaside
Linda Harris	Woodlawn Elementary School, Portland
Bonnie Hill	Alsea High School, Alsea
Gay Masters	Salem-Keizer School District, Salem
Amy Meabe	Waluga Junior High, Lake Oswego
Bob Miller	Cedaroak Park Elementary, West Linn
Richard Sheldahl	Myrtle Point School District, Myrtle Point
Lana Stanley	Hermiston High School, Hermiston
Don Weiss	Western Oregon State College, Monmouth
Patty Wixon	Walker Elementary, Ashland

BEST COPY AVAILABLE